

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and** to the quality of Physical Education, School Sport and they offer. This means that you should use the Primary PE and

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to effective way of meeting the reporting requirements of the Primary PE and sport premium.

sustainable improvements
Physical Activity (PESSPA)
sport premium to:

use this template as an



We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Daily PE lessons for children attending school during lockdown</p> <ul style="list-style-type: none"> - Active break times lessons for all children attending school during lockdown. - Website links updated and sent to parents for children at home during lockdown. - Daily virtual PE provision for children at home during lockdown. - Sports coach in school to ensure top quality physical education and to train staff. - School Games Mark Gold award achieved - Equipment purchased to promote inclusion and to be able to offer a wider range of activities and sports. - Team Up kids rolled out to Year 2 and 6. - Staff training in a multitude of areas. - Awareness raised throughout the school of the importance of Sport and Physical Activity for children. - School Yard markings to promote physical activity 	<p>Began linking physical and mental health- this now needs to be rolled out across the whole school.</p> <p>Keep track of children who are accessing / not accessing physical activity.</p> <p>Target those children who need it. Introduce more active lessons. (literacy/maths)</p> <p>Increase the amount of children reaching the national expectations.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried over from 2019/20 - £6,817

+ Total amount carried over from 2020/21 - £0.00

= Total carry over to 2021/22 - £0.00

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No due to Covid restrictions. However, we have used Swim England's Y6 TopUp sessions.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £25,467	Date Updated: 15.07.21		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 11%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - To engage all children in at least 30 active minutes per day. - To engage least active children in delivering active 30. - To promote healthy lifestyles for all children. - To provide a wider range of after school clubs to increase participation levels. 	<ul style="list-style-type: none"> - Start each morning/afternoon with 10 minutes of physical exercise as well as active brain breaks when needed. - Active Maths/Literacy timetabled in for all children throughout the week. - Deliver CPD to children and staff to deliver Active 30. - Sports Leaders (trained) to deliver personal challenge activities on a rotation 	£12,817	<ul style="list-style-type: none"> - All children are engaged in physical activity throughout the day. - Children accessed daily physical activity lessons and breaks via remote learning offer. - SEND children accessing more sporting opportunities with staff training and equipment purchased. - Least active children targeted with Activall interventions and 	<ul style="list-style-type: none"> - Continue to employ sports coach to ensure active 30 and variety of after school clubs continues. - Playground leaders and activators to be involved in making active 30 videos to enthuse other children. - To use staff more as active role models for children. - To celebrate participation in

	<p>basis to engage as many children in physical activity</p> <ul style="list-style-type: none"> - Sports Coach to deliver clubs to engage as many children as possible in physical activity. - Provide a range of clubs to entice the least active. Highlight least active and target these for lunch time clubs. - After school club taster sessions run by sports coach to enthuse children. - Equipment purchased to offer more inclusive sports - Training to PE lead for offering PE via remote learning 		<p>active maths/literacy lessons.</p> <ul style="list-style-type: none"> - Increase in numbers of children trying new sports in after school clubs, including inclusive sports. 	<p>physical activity more and in new ways.</p> <ul style="list-style-type: none"> - Activalls used in new ways to target least active children. - Sports Leadership training ongoing. - Resumption of before/after school clubs.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

28%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • All pupils and staff will further develop an awareness of the importance of PE and physical activity on both physical and mental health. • Opportunities to celebrate PE and physical activity of both staff and children more often • Opportunities for more children to be involved in competitive sport • More children actively participating in physical activity at lunchtimes and playtimes. 	<p>Staff CPD on the positive effects of PE on both mental and physical well-being.</p> <p>3 School games boards in place to celebrate participation in PE.</p> <p>Regular blogs and Class Dojo used to celebrate physical activity achievements and participation in PE.</p> <p>More taster days for all children to give experience of new physical activities.</p> <p>Local links with Head of Steam museum used to allow children to access field for sporting activities</p> <p>Sports clubs offered with qualified sports coach free of charge due to children missing out during lockdown.</p> <p>The purchase of new equipment for a wide variety of clubs to encourage participation.</p>	<p>£4,500</p>	<ul style="list-style-type: none"> • Staff commitment and increased opportunities for children to be active during the school day • Staff, children and parents aware of events and successes so participation, self-esteem, pride and enthusiasm increased • More children than ever being physical active on a lunchtime • Increased participation in clubs with all places taken for after school clubs. • More inclusive sports offered in PE and after-school clubs • Increased participation and decreased behavioural incidents 	<p>More children attending local clubs and stronger links with clubs in the local area.</p> <p>Resumption of inter-school competitions with more children interested due to attending clubs for the first time.</p> <p>To attend more inclusive events.</p> <p>Use local links to use facilities to offer our children new experiences related to physical activity.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p>
	<p>15%</p>

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Staff CPD in areas identified by teachers</p> <p>Teaching of PE is outstanding and consistent across the school</p>	<ul style="list-style-type: none"> • Dance coach to deliver curriculum as CPD for class teachers • Active Maths and Literacy lessons used for all children initially and then targeted children within year groups. • Swimming course for member of staff to help and support swimming provision • Coach to deliver FMS to year 1 • Coaches to deliver net and wall games, gymnastics, striking and fielding games and disability sports to children and work with staff to enable them to deliver in future. • Sports Coach to work with teachers when planning and delivering outstanding PE lessons to 	£4,000	<ul style="list-style-type: none"> • Children actively engaged in lessons. • Improved attitude to PE and more enjoyment and awareness of benefits. • Teachers more confident to deliver lessons across the school • Lesson observations identify consistency of approaches and good progress • Standard of PE is raised across the school • More children accessing before and after school clubs as offer of clubs has increased and free of charge. • Least active children targeted for active maths and literacy • Use of activalls for all children to increase enjoyment 	<p>Further training for staff identified by them.</p> <p>Use of sports coach to aid planning and delivery of outstanding PE.</p> <p>Active maths and literacy to continue.</p>

	all children as CPD for teachers.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	9%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Equipment purchased to ensure a wide variety of sports can be taught to children in PE and after school clubs. To insure all children can participate in PE and clubs	Timetabled before school, lunchtime and afterschool clubs every day led by specialist coaches and PE Coach Increase in provision and opportunity of inclusion sports – part of SLA used for specialist disability sports coach and equipment purchased. Sports Ambassadors to talk to classes regarding clubs and to offer taster sessions Equipment to run new clubs such as boccia, kurling and blind football.	£2,500	A wider variety of clubs offered than ever before School noticeboard offers information on local clubs Local clubs encouraged to offer taster session days to engage children (eg Skip 2 be Fit) Local clubs promoted as part of Active Ted	TAs/teachers to deliver more after school clubs alongside Sports Coach Equipment now in place for inclusive sports. Achievements of children in out of school activities celebrated in school. Sports coach training for disability sports Aware that more local links need to be made to encourage children to take part in sports outside of school.

	Clubs offered to EYS, KS1 and KS1			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	6%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to compete in their class bubbles against each other and also when trying to improve their own scores. Children to compete in virtual events against other schools	Access to competition SLA agreements. Sports coaches to run intra-school competitions	£1,650	Children have been more aware of personal targets and goals linked to their ability. Children have enjoyed seeing their own progress in many areas. More relaxed attitude in virtual competitions - less pressure	To introduce intra - school competitions when allowed to do so. To use funding to allow more children to access inter school competitions and sports when it allowed. Sports leaders to be trained up in Pupil voice and running intra school sports to increase participation.

Signed off by

Head Teacher:	<i>[Signature]</i>
Date:	09/07/21
Subject Leader:	<i>[Signature]</i>
Date:	09.07.21
Governor:	<i>[Signature]</i>
Date:	09/07/21