

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- 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

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 use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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:
<ul style="list-style-type: none"> • Every child was able to access at least 30 mins online PE activity. • Staff training. • All year 6 children achieved Level 2 in bike-ability. • 2 hours' worth of PE lessons continued through out lockdown (key workers and Yr R/1) • High quality sports clubs (Higher attaining) • Lunchtime club (Lower attaining) • 'Fit to write training' 	<ul style="list-style-type: none"> • Current year 6 in year 4 to pass KS2 swimming expectation. • CPD for all staff and Sports leader. • Break/lunchtime games. • Stock take on PE equipment. • Morning sport Club • Continue to implement 'fit to write' • Re-establish links outside of school.

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

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.	All 12 children met the requirement for KS2.
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.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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

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: £16752		Date Updated: 18/11/2020	
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:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To provide opportunities for all children to involved in 30 minutes physical activity within the school day.		<ol style="list-style-type: none"> 1) Create 'Activate Bags' for each bubble/ class – with a variety of sports equipment. 2) Continue doing Lunchtime and after school club provision. 3) Keep the 2-hour PE lessons per class – Inside and outside. 4) Daily 'Take 15' minutes of vigorous activity in class time. (Brain breaks) 5) Develop incentives to involve parents and families walking or cycling to school or family exercises. 6) Development of outdoor environment (Yr R and Yr 1) 		£10000	
				<ol style="list-style-type: none"> 1) Play box for each bubble, that had enough equipment in for the children of the group. Allowed children to play safe with bubble. 2) Carried on with the After-school club. Learnt a wide range of different sports. 3) Children was able to carry on learning their skills in different sports. 	
				<ul style="list-style-type: none"> - Carry on with 2 hours PE lessons - Keep After school club running for the different Key Stage. - Work on getting parents involved with fitness in the family. (Open PE lesson) - 	

				Percentage of total allocation:
				%
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	15%
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:	Sustainability and suggested next steps:
To develop the gross motor skills of children across the school, particularly within EYFS and KS1, to impact on their writing skills and fine motor control. Begin to monitor and analyse the number of children achieving ARE in PE and Sports	<ol style="list-style-type: none"> 1) IRIS videoing and self - evaluation, to make sure lessons are engaging for all. 2) Sports teacher to observe more of the EYFS outdoor provision to improve access to activities to develop gross motor skills. 3) Show the clear pathway to progression between KS1 and KS2 4) Fit to write across the school. 		£2500	<ul style="list-style-type: none"> - Children to understand what they learnt is KS1 and then how to enhance the skills in KS2 - IRIS the PE lessons more to make sure lessons are engaging. - Fit to write to support with the handwriting.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	15%
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:
For all staff to be confident in teaching specific skills by breaking them down into their stages. Children's skills improve as a result Sports coach to complete level 5.	<ol style="list-style-type: none"> 1) Sports teacher to observe the class teacher when delivering PE. 2) Sports teacher to deliver CPD in staff training evenings. 3) Sports teacher to follow up finishing level 5. 4) To further develop roles for TA's within lessons 	£2500	<ol style="list-style-type: none"> 1) Sports teacher provided CPD for all teachers within the school. Staff surveys show an increased confidence in their delivery of PE lessons. Observations by Sports Coach show greater awareness and level of skills in delivering a range of sports. 	- Further all staff understanding in delivering PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	10%
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:
Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.	<ol style="list-style-type: none"> 1) Carry on with the Bikeability for year 6. 2) Get different providers into the school so that the children access different sports. 3) Sport coach employed to deliver CPD and provide PE and extra-curricular activities 	£2500	<ol style="list-style-type: none"> 1) Every child passed Bike ability 2) KS2 teacher CPD <p>PE Leader delivered a full range of PE lessons during lockdown on zoom. Which kept the children in the school moving with:- Wake up sessions Interactive Inclusive PE lessons</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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>Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p>	<ol style="list-style-type: none"> 1) Carry on developing the different sport teams for boys and girls. 2) In school competition between the classes. With a reward for the winners. 3) Mini bus training so that the school can get to competitions. 4) Building relationships with other schools and lead practitioners, to be able to have competitions and share good practice. 	<p>No cost</p>	<ol style="list-style-type: none"> 1) Wasn't able to visit other schools due to COVID-19 2) Was able to have a Sports day with their bubbles. 3) Started to build relationships with some schools in the area. <p>PE Leader delivered a full range of PE lessons during lockdown on zoom. Which kept the children in the school moving with:- Wake up sessions Interactive Inclusive PE lessons</p>	<ul style="list-style-type: none"> - Run more competitions between classes. - Keep working on building relationships
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Signed off by	
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Date:	2 nd December 2020
Subject Leader:	S. Robbins
Date:	2 nd December 2020
Governor:	W. Barrett
Date:	2 nd December 2020