

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

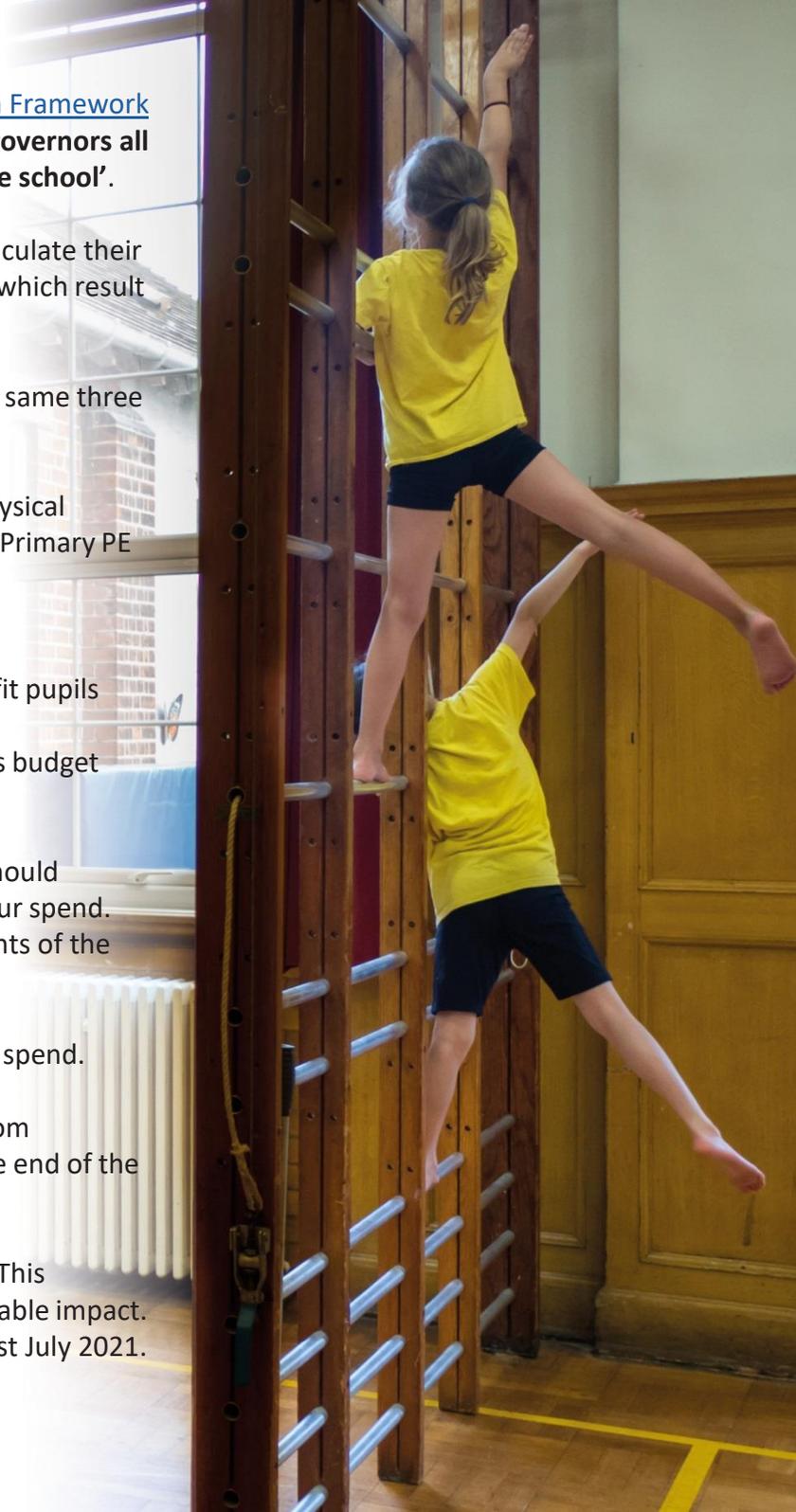
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 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, 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - High quality PE teaching delivered by trained and qualified PE coaches - Daily mile is imbedded into each year groups' weekly timetable which has had an impact on children's fitness - A range of high – quality after school clubs delivered by sports coaches - Many enrichments days to encourage all pupils to join in and experience different sporting activities - Sports day - PE hub subscription to ensure well – planned/sequenced lessons and to provide teachers with confidence and subject knowledge to teach PE - New playground markings to encourage physical activity during breaks/lunchtime - Climbing wall to add to children's experiences and to learn a new sporting skill 	<ul style="list-style-type: none"> - Further CPD for staff using highly skilled sports coaches - Increased participation in competitions/ out of school sporting games - An assessment tool to assess pupils in each unit taught - More inter – house/ friendly competitions with a range of sports - Clubs to involve pupils who wouldn't normally involve themselves in extra curricular sporting clubs

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

Total amount carried forward from 2019/2020 £8,000
+ Total amount for this academic year 2020/2021 £17,720
= Total to be spent by 31st July 2021 £25,720

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	82%
<p>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?</p>	<p>No</p> <p>Had planned to but Covid restrictions prevented this</p> <p>Action: Y5 pupils to have a term of swimming in Autumn as missed swimming lessons in Y4</p> <p>Y4 pupils to have swimming in the Autumn and Spring term as missed out on swimming lessons last year</p>

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: £25,720		Date Updated: 13 th July 2021	
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: 2%
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"> Children to run The Daily Mile at least three times a week to improve their fitness, help to promote a healthy mindset, improve stamina and allow for a brain break 	<ul style="list-style-type: none"> The Daily Mile is timetabled in and carried out three times a week by all year groups The Daily mile track was marked onto the playground with '9 laps = 1 mile' for encouragement. The Daily Mile is to take place on Monday/Wednesday when children don't have PE to ensure high intensity physical activity is undertaken by all pupils 		£1000	All children in all year groups have consistently been running the Daily Mile at least three times a week. All children participate and are encouraged to run/walk. Many children have counted their laps and have enjoyed seeing how they have progressed over the year. The sports coaches, during their PE lessons have recognised an increase in the children's stamina and fitness. This was also really apparent during Sport's Day where ALL KS2 pupils were able to compete in long – distance running with ease.	This is easily sustainable for the next academic year but all teachers/PE lead needs to ensure that all classes timetable this into their weekly timetable. For further impact, classes could calculate their weekly laps and compete against other classes as an in house, ongoing competition.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				55%
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:
Invest into a piece of large equipment that will allow pupils to increase fitness and learn a new skill	After having a go at wall climbing on the enrichment days and really enjoying it, we will invest into buying a climbing wall for our field. Once fitted, a climbing expert will be booked in to provide all pupils with a lesson on how to effectively use this.	£5000	Although not yet fitted, this will be used by all pupils on a rota to help improve fitness, coordination and provide them with the opportunity to learn a new skill.	Once fitted, a climbing wall expert will need to come in to deliver a safety and instructional session for the children in preparation to use in their free time. It is important that all pupils are exposed to this and get the opportunity to use this on a regular basis.
Introduce Forest Schooling to Reception and Year 1 pupils to take part in outdoor experiences, working as a team and weekly physical activity.	Provide Reception and Year 1 pupils with a forest schools session each week, lead by a qualified forest schools leader to provide children with outdoor experiences and life skills.	£8000		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:

Buy into the PE Hub scheme to ensure clear progression through years, secure subject knowledge and coverage.	<p>Teachers who are teaching their class PE to use the PE hub lesson plans, videos, sequence of learning to deliver a high – quality PE lesson.</p> <p>All sports coaches to also use the PE hub plans, but adapt these to again ensure coverage, progression and consistency.</p>	£1000	Teachers that have taught PE this year have been able to deliver a good PE lesson through the use of a well – planned/sequenced lesson that has provided them with the subject knowledge required. The children have had a variety of different skills/games taught this year with key vocabulary and able to progress through each lesson, building on previously taught skills.	<p>It would be really effective to buy into the PE Hub, or a similar scheme to ensure consistency, progression and provide teachers with subject knowledge.</p> <p>I had allocated some of the spending for CPD for our teachers with our sports coaches but due to Covid restrictions this year, we were unable to do this. I would really recommend that the teachers that will be teaching PE next year have some allocated time to spend with our sports coaches to help upskill them with subject knowledge and skill progression.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 30%
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>Arrange enrichment days to ensure all pupils are exposed and experience a range of different sporting activities; ones that they may not every experience at home/out of school.</p>	<p>Book a Bollywood dance day for children to learn cultural dances and work and partake as part of a team.</p> <p>Book for all pupils to have a Sports Enrichment day which allows pupils to partake in a range of different sports activities, ones that they would not normally experience.</p>	<p>£4000</p>	<p>All pupils were able to take part in the Bollywood Dance day, learning 2 dances from a different culture. They also learnt to follow instructions and work as part of a team.</p> <p>All pupils had a day of sports enrichment activities lead by the local sports centre. They took part in many new activities which taught them to work as a team, follow instructions and conquer fears.</p>	<p>These activities were fantastic and the children learnt and experienced so much from these. This should continue next year and the budget will allow for this but it would be ideal if the enrichment days were slightly different to this years', to again expose the children to a variety of different activities.</p>
<p>Provide an afterschool sports club for every bubble, changing the activity each term for high participation and inclusive to all.</p>	<p>Weekly afterschool clubs for all pupils KS1/2. Our sports coaches and an additional extra out of school sports coach to provide 3 weekly, afterschool clubs with a range of different activities.</p>	<p>£3500</p>	<p>Each term, in their bubbles, all classes had the opportunity to attend the afterschool clubs. We asked for a £1 contribution weekly to ensure we didn't overspend but also felt that this was a very minimal price and it also allowed for us to still have high participation. Each term, the clubs changed to allow a variety of different sports activities which meant there were different children joining each term. Not only did this promote extra fitness time but also the ability to develop skills taught in school and work as part of a team.</p>	<p>4Continue with weekly afterschool clubs, using coaches. Could increase amount of clubs next year as there is now no need for bubbles. Possible pupil perception to help decide on what clubs to run so that we are getting a range of children attend and not just the regular children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Participate in outer school sports competitions to encourage competitiveness, team work and sportsmanship.	<p>Work alongside SGO to enter and participate in outer school competitions in a range of different sports.</p> <p>Run a lunchtime club with a focus on the upcoming competition.</p> <p>Plan and deliver an inter-house sports competition.</p>	£2000	<p>Due to Covid restrictions, outer school sports competitions were not able to take place this year.</p> <p>Sports day went ahead this year with children taking place in competitive races and a range of sporting activities. The children experienced competitiveness, sportsmanship and team work.</p>	<p>With restrictions lifted this will be able to take place next year. Sports lead needs to work with the SGO to plan and take part in outer school competitions. Could also plan for an inter – house competition now that bubbles are no longer in place.</p> <p>Sports day should resume as normal next year and this will encourage more competitive sports against different year groups and take part in a range of different activities.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Ellie Jolland
Date:	15/07/21
Governor:	

Date:	
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