

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:

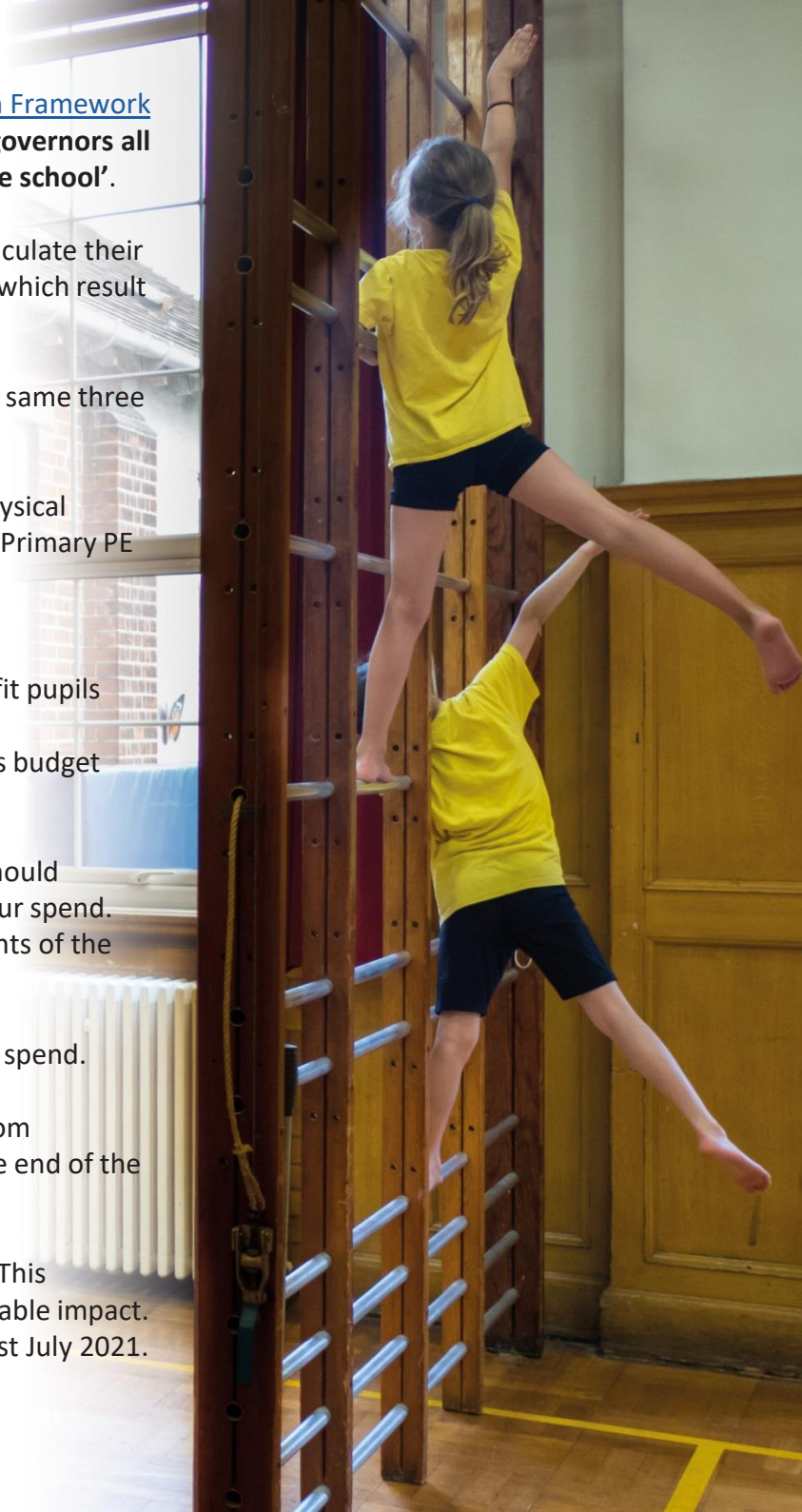
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> ▪ PE lessons twice a week for each class from Year 1 ▪ Tapestry Challenges ▪ Equipment purchased for lunchtime use, managed by MSAs ▪ Development of EYFS outside area ▪ Installation of KS2 gym ▪ KS1 castle promotes more physical activity ▪ Development of Forest School area (on-going) <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> ▪ Sporting achievements celebrated – Newsletters, Twitter ▪ Sports Celebration Assemblies ▪ Trophy cabinet outside Head’s office to raise profile of PE and Sports to parents and visitors ▪ Use of Tapestry to evidence PE progress for at least one lesson a week. <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> ▪ Specialist coaches brought in to teach PE – rugby, karate, Capoeira, dance, athletics, tennis ▪ Courses attended by staff – yoga, cricket, tennis, hockey, swimming ▪ Installation of laptop and screen in PE hall ▪ Use of iPADS within lessons 	<ul style="list-style-type: none"> ▪ Key indicator 1: The engagement of all pupils in regular physical activity ▪ Develop the physical activity provision in the EYFS and Year 1 outdoor areas. ▪ Pupil voice surveys. <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> ▪ Share sporting achievements in celebration assembly once cluster events are up and running again. <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> ▪ Staff survey ▪ Seek out relevant CPD opportunities for staff. ▪ <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> ▪ Restart after school sports clubs in 2021-2022. ▪ Book enrichment days. <p>Key indicator 5: Increased participation in competitive sport</p>

<ul style="list-style-type: none"> ▪ Key indicator 4: Broader experience of a range of sports and activities offered to all pupils ▪ Range of Sports taught in PE lessons across year groups ▪ •Range of extra-curricular clubs offered ▪ Swimming lessons for Year 2 and Year 5. ▪ Key indicator 5: Increased participation in competitive sport ▪ Introduction of in-year competitions ▪ • Increase in participation in Cluster Sporting event. 	<ul style="list-style-type: none"> ▪ Increase participation in cluster sporting events
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £17,710
= Total to be spent by 31st July 2021 £17,710

<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>	56%
<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>	48%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	48%
<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>	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: £17710		Date Updated: 26/07/2021	
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: 25.6 %
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?:
Implementation of a wake and shake activity across the school each day.		All staff to create a window of time for all children to complete a wake and shake activity.		£0	Short burst of physical activity increases children's ability to be ready to learn for classroom based lessons. A noticeable improvement in fitness levels and children's willingness to join in without resting.
Additional playground equipment available at lunchtimes to encourage physical activity.		Purchase of equipment and resources following discussions with staff and MSAs		£389.95	Children have continued to take part in active lunch time breaks which makes up part of their active 60 minutes.
Children supported and encouraged to be active at lunchtimes.		Employ SMSA to engage children in playground games and activities.		£1442	Children are more physically active at lunchtimes.
					Discuss with SMSA additional activities which could be implemented to benefit the children's active lunchtimes.

A proportion of the PE Subject Leader's pay is dedicated to her PE leader role. This gives her the time to maximise the opportunities for PE and Sport to redress the effects of the Covid-19 pandemic.	PE Subject Leader is leading a project on the improvement of the school's culture of PE and Sport. This will increase the opportunities for the children in a way that supports the recovery curriculum.	£2702	Swimming started immediately after the lockdown in the Spring term. Year 6 top-up swimming took place. All children participated in a sports day despite the restrictions.	Year 6 top-up swimming will have a greater focus next year. The sports day model will be further developed for next year, possibly in the form of a festival of sport.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
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:
Celebrate learning in PE in school so that children are engaged and motivated.	Create a PE display in the main school hall to showcase learning in PE each term.	£0	Children are excited and motivated to see their achievements on sports day this year.	Update the PE display each term to keep it relevant and interesting to children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 0.6%
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:
All teachers to attend training opportunities available. This will improve attainment and progress of all children	KS2 teachers to take part in tennis training through the LTA.	£0	The teachers have signed up to the training and will complete in Autumn 2021.	Teachers to complete training and use their skills to enhance the teaching of tennis in KS2.

High quality PE is delivered by class teachers.	Purchase Complete PE subscription for academic year. Teachers to be provided with long term plans for PE.	£105	Teachers are confident to teach from the Complete PE plans and resources/	Look into further CPD PE opportunities for staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2.4%
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:
Children have opportunities to attend cluster and out of school sporting events.	Upkeep and running costs of the minibus.	£431.07	Children took part in a running event this year. The maintenance of the minibus has meant that we have the capacity to access festivals next year.	Tracking to take place next year so that we can identify the demographics of the children who are attending sporting events. This tracking will help us to tailor the provision to meet the children's needs.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.8%
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:
Engage more children in competition and competitive activities throughout the year.	Continue to take part in cluster events where possible this year. This is achieved through allocating this funding.	£500	32 KS2 pupils took part in the cluster cross country event. The children enjoyed competing and cheering each other on. This has begun to develop a culture of sport within the school.	Increase engagement in cluster events in 2021/22.

Signed off by	
Head Teacher:	 Chris Hutchinson
Date:	01.08.2021
Subject Leader:	 Chloë Bennett
Date:	02.08.21
Governor:	Sean O'Neill
Date:	02.08.2021