

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:

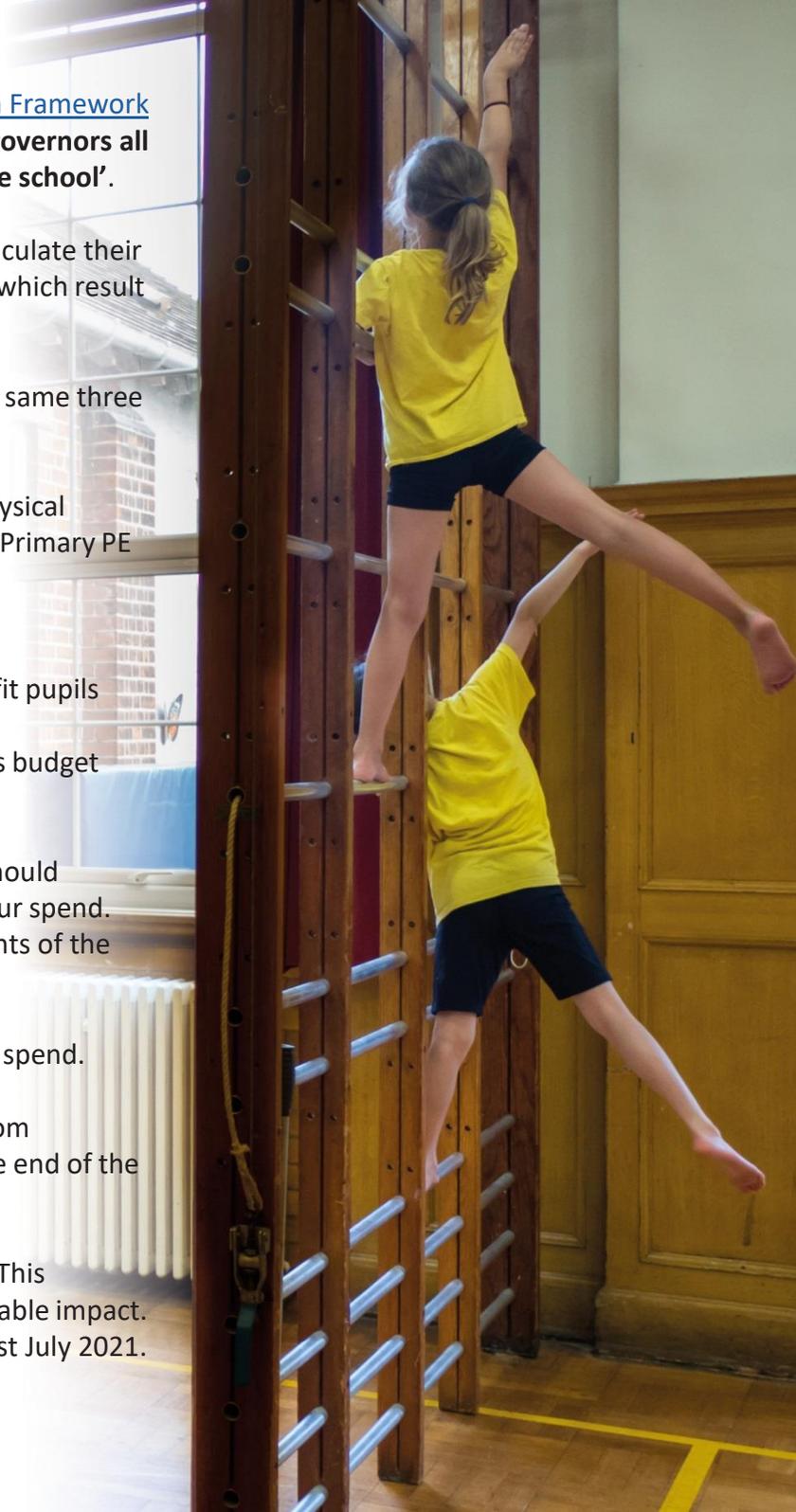
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> - Pupils regularly have 2 hours of P.E a week and some have some time with Sports Coach (Key Indicator 1) - Children taken part in Science lessons with a view to becoming more healthy and more active both in and out of school (Key Indicator 1) - Pupils experience intra and inter school competition through house events and local teams and events (Key Indicator 1) - Staff updated regularly with information about Sport during Staff meetings and twitter is regularly used to promote the outcomes for sports and show which events we have engaged in, sharing our results(Key Indicator 2) - Staff attend P.E staff meetings/training sessions run by MSP/PE subject leader (Key Indicator 3) - Staff supported with planning and suitable resources, some new resources have been purchased and shared with the staff to support CPD (Key Indicator 3) - P.E Coordinator liaised with Premier Sports to ensure PE provision was available in 'Lockdown' (Key Indicator 3) - Children were entered into various competitions - Children had varied success at these competitions and represented the school with the highest of sportsmanship. (Key Indicator 5) - Children played football and netball friendlies against local schools and enjoyed the competitive aspect to these as well as showing sportsmanship. (Key Indicator 5) - Children have had a wider provision of extra-curricular clubs which is supported by Premier Sports and our school staff. 	<p><u>The engagement of all pupils in regular physical activity.</u> More mental health and wellbeing to be invested in due to Covid – Golden Mile to continue. Two hours of PE a week in each class to continue with regular ‘brain breaks’ which are active.</p> <p><u>The profile of PE and sport is raised across the school as a tool for whole school improvement</u> Displays around school showing the benefits of healthy lifestyle (link with PSHE), this term we have had an Olympic one in readiness for the Olympic Games. Regular updates via newsletter -importance of PE to be raised due to Covid 19</p> <p><u>Increased confidence, knowledge and skills of all staff in teaching PE and Sport</u> Staff have had access to whole school planning To use assessment, knowledge organisers and vocabulary. To enable teachers to increase knowledge, skills and confidence in all areas of PE and Sport Continue with PE mentoring for new staff and those who lack confidence in teaching it Whole school CPD in PE and the school concepts</p>

Broader experience of a range of sports and activities offered to all pupils

Children to be taught different sports during the year as well as external providers teaching fencing, cricket and tennis. The children will take part in an Olympic themed day where they will try different activities in the Olympics (led by Premier Education- a local coaching company who we use to cover PPA and PE mentoring)

Increased Participation in Competitive Sport

All KS2 Children will take part in some form of competitive sport whether it be during PE or competitions outside of school

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £ 9451.93

+ Total amount for this academic year 2020/2021 £ 28511.93

= Total to be spent by 31st July 2021 £

<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>	83%
<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>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<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>	Yes/ No because of covid restrictions

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: £	Date Updated:		
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:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increased awareness of the wide range of different types of healthy activities available using the 'Golden Mile' from premier Sport	PE leader to keep the emphasis of the 'mile a day' going. Build it up to each class running it every day. Mile course to be marked and measured out on the field and playground, staff lead by example and a routine is developed	Golden mile £1080	Majority of classes are now running the mile a day and seeing benefits in the classrooms. There has been some improvement in behaviour from this and hopefully we will see an even bigger impact as this becomes embedded.	Keep this initiative going as it is having a positive effect on all learners. We can then measure the impact from classes year on year by looking at progress in PPM's.
Increased engagement in exercise and making sure children are undertaking 30 minutes of exercise a day	Ensure that the children are being active on the playground with the Sports Leaders / Subject leader organising and supporting the activities and purchasing equipment to enhance their playtimes	Equipment purchased for bubbles £2090.63 and for active playtimes	All children are active at playtime and lunchtimes and following on from questionnaires new equipment has been purchased. The children are then playing with these following the school rules	Children want to be active at lunchtimes and are using the equipment following our school rules. Children decide on a timetable of what games are happening where when we aren't having to work in bubbles.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	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"> • Increased awareness of the importance of PE for health and how it can help with learning in other areas and sports clubs available making links with other clubs – Tennis is our focus • Inter house and inter school competition profile raised. • PE lessons are varied and offering different sports so children enjoy them and want to participate • Premier Sports in to support with the quality of PE lessons and NQT's and those who aren't confident in the teaching of PE work alongside and observe. • 	<ul style="list-style-type: none"> • PE leader to give a higher profile for PE in the school <ul style="list-style-type: none"> • Provide a range of sports clubs to support enrichment and academic achievement • New PE equipment purchased to engage all learners in lessons • New role of honour roll in achievement assembly sharing whole school and out of school achievements in sport. • Sports Board in the hall to celebrate the sporting achievements and showing what clubs are on offer. • Develop the Sports Leaders to ensure they are supervising and making playtimes active for all • Fitness Fridays to start with all children participating and then parents attending 	<p>£630 Premier mentoring</p>	<p>PE is high profile within the school and PE leader is supported well with other staff members. There are a wide variety of after school clubs which are well attended by all children. 25% of PP and Vulnerable have accessed one of the sports clubs since September 2017. We hope to increase next year through asking children about clubs they would like to see happening.</p> <p>New equipment has had a positive effect in all PE lessons as the uptake in after school clubs has increased.</p> <p>Children are proud to share their achievements and enjoy the recognition at a whole school level.</p> <p>Children enjoy seeing what is on offer at school and for after school clubs. "I really enjoy the tennis club, I had never done it before and know I love it!"</p>	<p>PE leader to keep PE high profile in the school.</p> <p>After school clubs offered are developed by all staff.</p> <p>New equipment is looked after by all.</p> <p>Keep achievements shared in CW.</p> <p>Term 6 sports leaders train the Y5 in readiness for next year.</p> <p>Sports leaders research and find their own</p>

	<ul style="list-style-type: none"> Sports leaders to gain ideas from peers to how we can develop PE further 		<p>“They change all the time so this helps us try new things”.</p> <p>Sports leaders are leading active sessions at lunchtimes after having training through Allison Consultancy.</p> <p>Children are enjoying and having fun with PE as they wanting to do more active things at lunchtime.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:	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"> Increase staff knowledge, skills, understanding and confidence to deliver outstanding PE and Sport engaging all pupils Increase use of assessment in PE lessons to provide accurate feedback and areas of improvement to all learners. 	<ul style="list-style-type: none"> Sports Leader for lunchtime support to work alongside MDS and make playtimes active Conduct a staff PE audit of training needs and plan in CPD program to support all staff with 	£2246.49 until May (plus on costs) £2995.32(end of the year) £300 supply cover for PE	<ul style="list-style-type: none"> Sports Leader is gaining in confidence and lunchtimes are more active with children participating in physical activity lessons Mentoring program set up for Summer term for 6 teachers (didn't happen because of lockdown) 	Children and staff more confident in teaching PE lessons and using the lunchtimes for more active games. quality of teaching and learning in PE is good and better across the school

	<p>their confidence of teaching PE – leader to observe lessons</p> <ul style="list-style-type: none"> • Mentoring program for staff delivered by MSP enabling new staff to observe and do some team teaching • Wow days planned in for the children and for staff have CPD from observing and supporting Premier Education leading the sessions • Olympic wow days planned and lead by Premier Education • Carry out lesson observations to assess impact of training and physical activity in PE lessons • Sports leader and MDS training in making lunchtimes more active. 	<p>£13,114 – including mentoring .</p>	<ul style="list-style-type: none"> • 	<p>Teachers support new staff members with mentoring and modelling of PE lessons</p> <p>85% of pupils are meeting or exceeding Year group expectations and there are increased opportunities for those children who excel in sport</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	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:	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>Additional achievements: Due to covid these have been very limited. We have planned in sports days (29/6/21 and 30/6/21) and Year 4 are playing in a Football tournament (July 2021)</p> <p>Planned in a 'Wow PE day' for all classes to include some inclusive sports</p>	<p>Hoping to get back into more competitive sports in September 2021</p> <p>Children show an awareness for others including those with a disability</p>	<p>£40 fee for tournament £100 for the minibus</p> <p>Within the £13,114 from Premier</p>	<p>Children happy and participating in competitive games again</p> <p>Questionnaires given to each class and they were all so positive. The children thoroughly enjoyed all the opportunities and trying out the new sports. This has made us look at our PE curriculum and include some of these inclusive sports</p>	<p>More opportunities our curriculum driver for our children to play in more activities and games.</p> <p>Planned into the curriculum and after school clubs to be set up with a view to include these. This will allow all children to participate in all sports.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
We have always had a high participation in inter schools competition. The children enjoy competing against other schools and children. We look forward to welcoming competition back when it is safe to do so.	Keep attending competitive sports	None this year due to covid		

Signed off by	
Head Teacher:	N Gough
Date:	June 2021
Subject Leader:	Mrs Howarth
Date:	June 2021
Governor:	School Improvement Committee
Date:	July 2021