

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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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:
<p>Sports Apprentice joined the staff in September 2020. This has enabled teachers to have high quality support when delivering high quality PE.</p> <p>Sports Apprentice has led 'bubble' extra-curricular provision at lunchtimes to increase participation and promote 'keeping healthy'</p> <p>Sports Apprentice led on weekly online challenges for children to take part in over the lock down period. Weekly newsletter produced celebrating individual success. PE and PE activities effectively promoted and parental feedback reflected the pro-active approach.</p> <p>Weekly online dance teaching sessions for Early Years, Year 1 and Year 6 during lockdown / Spring term which brought classes back together (virtually)</p> <p>All children (Nursery to Year 6) were provided with a Skip2BFit skipping rope each to promote activity whilst at home during lockdown. Staff members delivered to families who were unable to attend site for collection.</p> <p>'Back to School' week focussed on mental and physical health. Daily activities mapped out to promote team work through team games. Skip2BFit workshop held with every year group. Level of attendance high.</p> <p>Break resources overhauled and improved facilities for each class at break and lunchtimes</p> <p>CPD made available to teachers through DSSN membership.</p> <p>School has access to live tournaments and festivals and has participated in virtual festival ran by DSSN and School Games in Autumn and Spring terms.</p>	<p>Summer term 2020 extra-curricular provision to be timetabled following the period of lockdown.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **No**

If any funding from the academic year 2019/20 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £ 0	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £0
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	
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 2021.	62% (18 out of 29 learners)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76% (22 out of 29 learners)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24% (7 out of 29)
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: £17 650		Date Updated: 26/03/2021		
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: Please see table below	
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?:	
<p>In School To improve staff confidence when teaching Physical Education.</p> <p>To reignite our children's, love of Physical Educations and being active through a fun and child centre curriculum.</p>		<p>Sports Apprentice employed to model high quality delivery of teaching of PE. Staff are able to learn new ideas through observing and working with SA. High quality teaching sequence in place.</p> <p>2 hours of scheduled weekly PE embedded in school practice. In the Autumn term these were focussed on Sports the children enjoyed the most to raise engagement. Post lockdown the emphasis moved towards team work to help build relationships back with friends due to so much time being at home with limited face to face interaction with others.</p> <p>Children have been purchased a Skip2benefit skipping rope (Spring term 21) to help engage them back</p>		Please see table below	<p>SA extremely well valued within staff team. He continues to use his initiative and leads on many PE Lessons and clubs.</p> <p>Children are positive about PE Children will take a survey into PE and sport at school so that we can focus our extra-curricular provision for the Summer term.</p> <p>Some of the stamina levels of the children are very low so we will be using the skip2benefit workshop</p>	<p>Sports Apprentice contract to continue for 2021-2022 Academic year with increased extra-curricular provision as well as inter / intra school events.</p> <p>PE survey (April 2021) to illicit the extra-provision for the term.</p> <p>Summer term 2021 skipping PBs with central display</p>

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<p>To give children the opportunity to experience new sports/ways of being active.</p> <p>During Lockdown To maintain fitness levels and inspire and active lifestyle at home.</p>	<p>into a active lifestyle post lockdown and children will be taking part in a skip2benefit workshop during the first week back at school.</p> <p>A variety of different lunchtime clubs were delivered during the Autumn term and also started back up after lockdown to get the children back and active again.</p> <p>SA was in charge of setting weekly challenges that all children could participate in whilst at home. He would then collate the scores into a leader board and congratulate in the weekly PE newsletter that was distributed weekly.</p> <p>SA was promoting lots extra-curricular clubs that were being run online to promote maintaining a healthy lifestyle over the lockdown period</p> <p>Classes have also had weekly pop dance zoom sessions throughout the lockdown period which have been very successful and high numbers within classes. (<70% across the classes that took part)</p>		<p>as a whole school stimulus to increase the fitness levels in the children at break and lunchtimes by creating a personal best challenge scoreboard in the hall.</p> <p>More children were active during lunchtimes. Reduction of behavioural incidents as children were engaged.</p> <p>PE was pro-actively promoted with activities that did not require significant amounts of equipment. High levels of engagement in weekly activities (parent survey) PE and physical health was a priority area for the school.</p>	<p>Sign post children to clubs for Easter break and fund (using PPG where appropriate)</p> <p>Summer term 2021 school to return to PE Curriculum map to ensure skills coverage occurs.</p>
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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:
				%
Intent	Implementation		Impact	Please see table below
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>During Lockdown To maintain weekly PE challenges that are aligned with the physical, social, emotional and cognitive needs of our children.</p> <p>In School To provide staff with school kit to allow PE to look professional across the school</p> <p>To adapt the PE curriculum to fit the needs of the children</p>	<p>Provide a weekly PE challenge which is based around the children completing a personal best challenge, and then trying to beat it throughout the week. This is promoted and lead by the SA.</p> <p>New staff were given staff PE t-shirt and hoodie to wear whilst teaching PE.</p> <p>Post lockdown, the focus of PE shifted towards team work and team building focus whilst still making sure children were active during PE lesson. For example all classes had teambuilding aspect married up with an active sport such as dance. These 2 activities made up their 2 weekly PE sessions.</p>	<p>Please see table below</p>	<p>SA put together a weekly timetable and has a record of all children that took part in the weekly activities.</p> <p>Staff and children look consistent during PE lesson and shows the children adults have to change for PE as well. It will also add to a professionalism based around PE when festivals and fixtures can return (post COVID)</p> <p>The children will be able to work together in a more collaborative way not only in PE but also in the classroom. This will also help fitness levels or the children whose fitness may not have been maintained during the lockdown period.</p>	<p>School kits to be overhauled and 2021-2022 funding allocated to ensure school has kit for all</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	Please see table below
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:
To improve staff confidence to use active learning across the curriculum	Staff have been introduced to teach active (active maths) and have been shown in how they can included an active pedagogy in their teaching. Being used in Year 2 (Autumn term)	Please see table below	Children will be more active in lessons which should correspond to an increase in active minutes within the school day and also a increased enjoyment for active learning.	
All teachers to be delivering 2 hours of high quality PE per week.	With the assistance of the SA teachers will teach 2 hours of PE a week. Teachers are to use the Getset4pe scheme to aid their Teaching of PE. This allows for High quality PE lessons to take Place as lesson already planned in Line with our performance pathway.		Teachers will become more confident when teaching PE. It will also support the SA in teaching and leading working with the more senior member of staff. This will in turn lead to a higher quality of PE being lead throughout the school.	Subject leader to evaluate resource and to include as part of budget for 2021-2022 if identified as value for money.
To offer staff with regular PE CPD throughout the school year.	As part of the DSSN membership, they offer CPD which have been promoted to class teachers in which the SA has accessed and then implemented in lessons across the school. This will have allowed staff to see what the SA learned on these CPD sessions.		Teachers will be offered the opportunity to improve their understanding and learn different techniques when teaching PE.	Continue with DSSN membership for 2021-2022

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	Please see table below
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:
Additional achievements: In School To offer a wide range of sports for participation	Children have access to the wide spread Getset4pe curriculum which allows children to take part in a number of different sports. Curriculum maps have clear skills and knowledge provision which focus upon a number of sports A wide variety of different clubs are offered to all children. Skip2benefit will allow children to be introduced to skipping as a way to keep fit.	Please see table below	Children will be able to access a wide variety of sports across the curriculum and clubs offered.	Pupil survey end of Academic year to ascertain enjoyment and 'next steps' for 2021-2022 Academic Year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	Please see table below
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:
To give all children the opportunity to take part in competitive sport.	Use DSSN Membership to sign up and participate in as many different competitions/festivals as we can. We will be participating in live pilot competitions and have also competed in virtual competitions. We will be running inter school competitions in Spring term when children are back in school post lockdown to promote competition back into school and this will also be promoted through the skip2bfit workshop.	Please see table below	Children will have had the chance to participate in competitive sport. Post COVID, children will be better equipped when it comes to competing against other schools.	DSSN membership to be renewed to enable access to sport festivals and competitions

Appendix: Budget vs Actual spend 2020-2021: **£17 650**

Spend	Budget 2020-2021	Actual spend 2020-2021	Notes
Staffing (including on costs) to provide effective leadership, PE support for class teachers and a range of extra-curricular activities Indicators:1,2,4,5	£11 967	£13 375	Overspend in this area due to staffing costs increasing from original budget. Offset against reduction in external provider enrichment.
Member of the DSSN partnership Indicators:3,4,5	£1 100	£1 090	Cost associated with DSSN partnership membership (annual)
Weekly release for PE subject specialist including attendance at Sports Festivals Indicators: 2,3,4,5	£1 350	£1 253	Release time factored into budget. Due to COVID there have been no external sports festivals.
PE resources Indicator: 2, 4	£1 000	£725	Reduced spend as less resources required.
PE Enrichment (including travel costs to events) Indicators: 1,4,5	£4 000	£1 476	Significantly reduced spend due to COVID19 restrictions and more enrichment provided in-house / online. 'Back to school' week Skip2BFit workshop.
PE theme week (July 2020) Indicators: 1,4	£1 000	£1 254	Theme week was not held due to COVID19 / school closure. School purchased skipping ropes for whole school (February 2021)
CPD Indicators: 3	£1 000	£440	CPD costs for PE not included within the actual spend
Total	£21 417	£19 613	Overspend of £1 963 from 2020-2021 budget allocation. No carry forward of Sports Premium for 2021-2022

Signed off by	
Head Teacher:	Tracy Prickett
Date:	23.04.2021
Subject Leader:	Tom O'Callaghan
Date:	21.04.2021
Governor:	Gillian Knibbs
Date:	26.04.2021