

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by

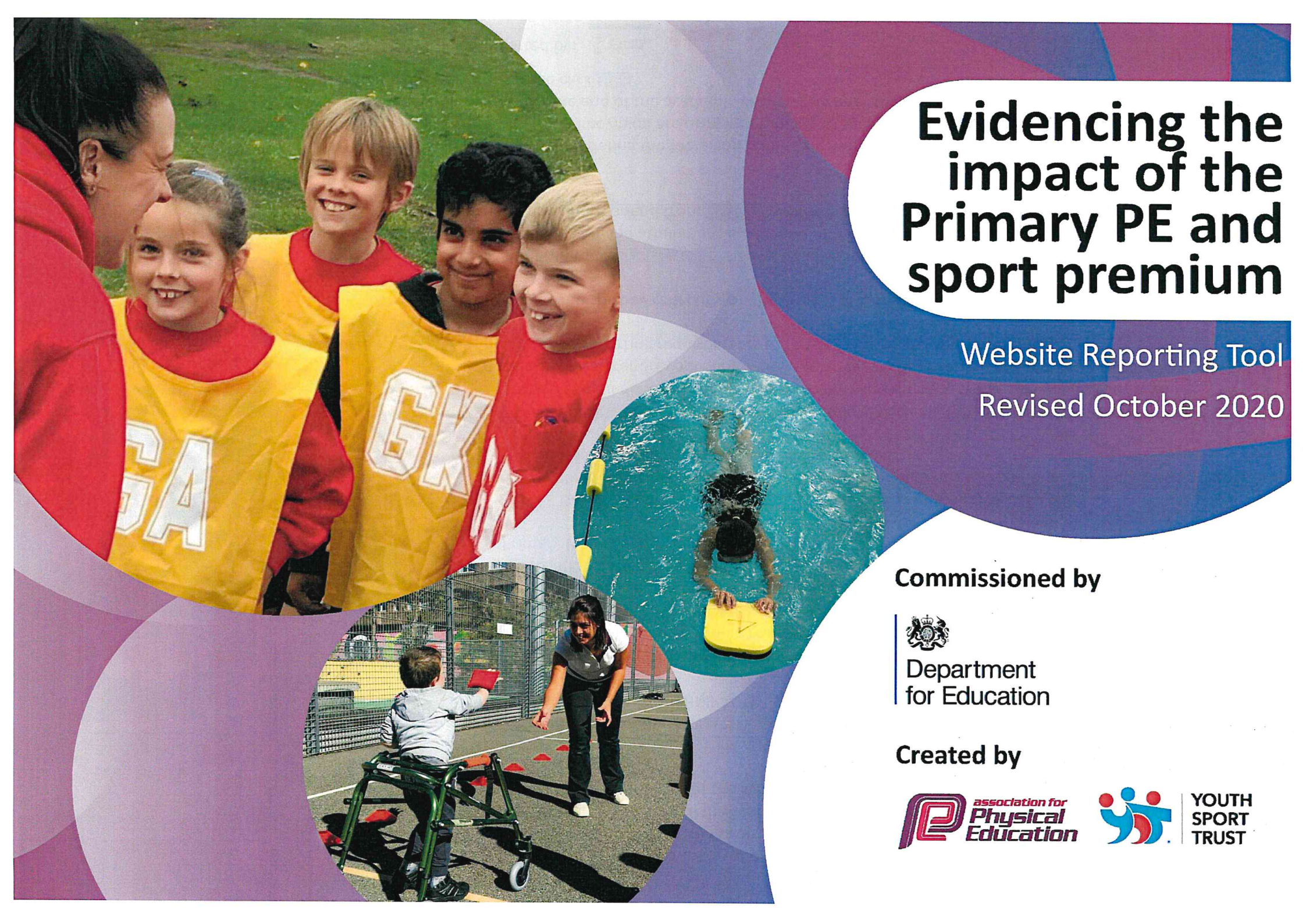


Department
for Education

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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>School has a range of high quality PE resources and a clearly structured curriculum focusing on progression and increasing the range of sports pupils have access to.</p> <p>PE scheme is embedded within school with all staff following Get Set for PE as well as PAT timetable ensuring coverage of a range of skills.</p> <p>During the first 2 terms, the number of pupils competing in inter and intra school competitions had increased including an increase in inclusive competitions.</p> <p>Results during competitions improved with our school winning a number of intra school and district competitions.</p> <p>After school club attendance increased and a range of sports was offered more so than the previous year.</p> <p>Role of sports leaders was embedded into playtime and lunch time rotas, increasing the engagement of children in structured play sessions.</p> <p>Outdoor equipment being used to support some SEND interventions and reward times for specific children.</p> <p>Staff CPD included curriculum training, subject specific training and training from PAT PE Lead to support all those in the teaching of PE.</p> <p>Table tennis tables purchased and accessed during playtime and lunch times, supported by sports leaders.</p> <p>Active minutes used within school and active maths was introduced in the spring term.</p>	<p>During current climate ensure PE remains active and engaging through adaptations of the curriculum supported by CPD.</p> <p>Extend whole school drive to be an active school through continuing current programs and embedding these for all year groups.</p> <p>Develop the role of PE/ physical activity as part of interventions for less active pupils ensuring equal opportunities for all.</p> <p>Implement use of a bike shed where pupils are given more opportunities to lead a healthy lifestyle on their way on to school and measure the impact of this into the summer term.</p>

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

If NO, the following section is not applicable to you

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: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
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 2020.	85.71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85.71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85.71%
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: £17780	Date Updated: 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:
				7%
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:
Monitor and update resources where needed so that they are in line with the requirements of the national curriculum to ensure children have the opportunity to access a wide and varied curriculum.	<ul style="list-style-type: none"> - PE container organised to identify gaps in equipment throughout the year. - Inventory of equipment for key sports for all staff to access. - Order equipment needed based on Get Set for PE planning throughout the year. - Pupil voice used to make decisions on equipment being purchased. 	£1195.69	<ul style="list-style-type: none"> - All pupils are able to access equipment during PE lessons so they have as much opportunity as possible to practice their skills. - Students are also able to use equipment during dinner times to encourage them to be physically active and practice their skills in their own time. 	COVID permitting- setting up a fitness club to target the less physically active students to help them achieve their 30 mins of physical activity per day.
Establish lunchtime sports provision accessible for all pupils to encourage pupils to undertake regular physical activity.	<ul style="list-style-type: none"> - Learning mentor and lunch staff to set up rota of activities within each year group bubble. - Share school and PAT games with all staff so that activities can be tailored. - New sports leaders to be identified and playmaker award to be completed. 	£48	<ul style="list-style-type: none"> - In response to student voice where students asked for more lunchtime provision, lunchtime supervisors are provided with activity box with appropriate games and equipment to be used in their bubble. This will support and encourage students to be 	CPD for lunchtime supervisors to provide them with ideas and games to encourage students to be physically active. Sport leaders to run competitions and devise games for different year groups in the 2021/22 school year to embed

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	<ul style="list-style-type: none"> - Sport leaders to run daily playground inclusive games using the Play Maker scheme. 		<ul style="list-style-type: none"> - physically active at lunchtime. - The equipment has a positive impact on the level of engagement in PE lessons across school as students can practice skills/ drills/ activities learnt in PE in their own time. - Sport leaders have been identified and completed the Play Maker course with staff voice supporting the impact this has had on pupils. 	their leadership skills and develop them further.
Develop active lessons as part of weekly classroom practice across school.	<ul style="list-style-type: none"> - AW/JB to implement 'active maths' program within school. - AW/JB/KW to support and develop active maths program. - Measure impact of this throughout the term. - Pupil voice to determine impact on children. 	£0	<ul style="list-style-type: none"> - Support staff in KS2 have the skills to be able to deliver active interventions due to CPD. - Intervention monitoring showed progress has been made for SEND pupils completing active learning with areas to develop further as a school. 	<p>Roll out the active intervention programme to be used as whole class active lessons alongside JB.</p> <p>Staff questionnaire to be sent to identify personal areas of strength and development in the autumn term to ensure all staff have equal opportunities and can therefore provide children with these.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5.6%
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:

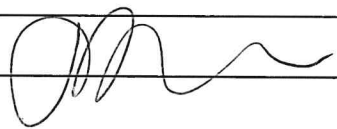
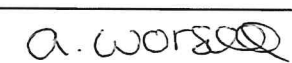
Continue to deliver a high-quality PE curriculum for all children across the school including, disadvantaged and low ability or SEN children.	<ul style="list-style-type: none"> Monitor use of Get Set for PE through learning walks. PAT PE lead to deliver CPD in school to develop skills across all staff members teaching PE. 	£872	<ul style="list-style-type: none"> KW has worked in school in KS2 during the autumn term to support and share practice, new ideas have been implemented to raise the level of teaching. KW has worked alongside disadvantaged pupils to complete an active intervention raising self esteem and resilience in PE. Daily mile times have also improved correlating with a positive attitude being maintained. Sport leaders in KS2 have been developed to lead within their class, this is ongoing and will be used in Year 6. 	<p>Physical activity interventions to support disadvantaged and low activity pupils.</p> <p>Set up GLAMs as part of a PAT approach to supporting girls lead a healthy lifestyle.</p>
Continue to raise the profile of PESSPA across school and staff to become role models in PE to students.	<ul style="list-style-type: none"> Ensure new staff have kit ordered to demonstrate consistency and model expectations. Pupil expectations to be reshared and monitored in individual classes. 	£126	<ul style="list-style-type: none"> All staff are wearing staff tops, modelling expectations to pupils and being role models. All staff involved in PE lessons including LSAs are modelling the same expectations so students are getting the same high levels of teaching. Pupils wearing PE kit on PE days has increased levels of participation. 	<p>All staff to encourage physical activity during the school day, not just PE lessons through active lessons, brain breaks etc. so it is seen as an incredibly important part of the school day.</p> <p>Set up GLAMs as part of a PAT approach to supporting girls lead a healthy lifestyle.</p> <p>After school clubs for the 2021/22 year to be run by staff members promoting a range of sports and being role models to children.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49%
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:
In order to improve progress and achievement of all pupils the focus is on up-skilling the staff through appropriate staff CPD.	<ul style="list-style-type: none"> - AW PE lead to attend Level 5 AfPE PE award sessions. - PAT PE lead to deliver regular CPD sessions in school beginning in the autumn term with a focus on active learning - PE lead to meet with other PAT PE leads virtually to ensure consistency and sharing of ideas throughout academic year - Sport leaders to lead pupil questionnaire in Autumn term to outline key areas for improvement to tailor CPD throughout the year - Use of staff feedback to develop a greater understanding of strengths and areas to develop in school. 	£8522.30	<ul style="list-style-type: none"> - Staff have a greater understanding of what makes a good/outstanding PE lesson in order to increase progress of students. - AW- subject leader gaining level 5 AfPE qualification has developed knowledge and understanding of PE curriculum and teaching and learning in PE to roll out to whole school. - Staff have gained confidence in their delivery of PE lessons and staff audit has shown that staff enjoyment and opinion on pupil engagement has improved from the previous staff voice. 	<ul style="list-style-type: none"> - AW to complete Level 6 AfPE subject leader award. - Identify key staff for KW to support throughout the year that may need support for T & L in PE during 2021/22. - Use staff voice to identify individual strengths within school in order to use these as extra-curricular/ lunchtime activities.

Use Youth Sport Trust membership to increase Knowledge and understanding through CPD and also be up to date of new policies, schemes etc.	Identify new activities to be delivered where social distancing is adhered to. Where possible, engage with any virtual CPD sessions that are available through the YST.	£210	Introduction of new ideas to engage students in physical activity such as active interventions has developed a positive attitude towards physical activity in none active students.	Pupil voice to be carried out at the end of autumn 2 to see their attitudes to PA. Attend/ have in house CPD from YST in regards to increasing PA in schools (COVID dependent)
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
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:
PE curriculum to ensure pupils are offered a rich and varied curriculum across school.	<ul style="list-style-type: none"> Staff audit during autumn term to assess knowledge and skills. Get Set for PE to be used across all year groups. In school competitions to reflect PE learning taking place. 	See above costings	<ul style="list-style-type: none"> Get Set for PE embedded and used by all staff including HLTA. All classes using Get Set for PE assessment which is monitored and can be used to assess year on year progress. 	21/22 PE curriculum and extra curricular programme to focus on gaps in activities and sports from 20/21 academic year due to COVID.
Daily mile to become part of standard practice across school to develop the fitness and resilience of all pupils.	<ul style="list-style-type: none"> Daily mile competitions to be planned in half termly. Wider daily mile opportunities to be taken. Timetable to be set up and used during the summer term. 	£0	All classes are participating in the daily mile, the majority of pupils have improved their times during competitions at least once in the academic year.	Increase the amount of students that can run a mile- particularly focussing on low ability students.

<p>Broaden dinner time activities to engage more pupils in structured dinner time play whilst increasing their physical activity as well.</p>	<ul style="list-style-type: none"> - Employ the use of a tennis coach to offer weekly tennis sessions for older pupils. - Use learning mentor to develop staff confidence. - Use staff skills to provide pupils with further opportunities at dinner times. 	<p>£175</p>	<ul style="list-style-type: none"> - Tennis coach offer during summer 1 for Year 4 and 5 pupils enabled pupils who had never played tennis before to learn valuable skills. - Learning mentor has gymnastic/dance background and has provided all classes with music to deliver engaging sessions where participation and enjoyment have been the main focuses. - Learning mentor/ head teacher have monitored dinner times, supporting staff leading to fewer behaviour sanctions being given out as a result of structured opportunities. 	<ul style="list-style-type: none"> - Continue to upskill staff during the 2021/22 academic year. - Develop use of sport leaders who have completed their Play Maker award to deliver dinner time sessions to other classes. - Use equipment including table tennis tables to enhance offer.
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Key indicator 5: Increased participation in competitive sport				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:
Participation in intra school events providing an opportunity for as many children as possibly to engage in competitive activities.	Ensure all pupils have opportunities to compete in inter-house events in bubbles if required.	£0	<ul style="list-style-type: none"> Inter school competition held for cross country where pupils competed in class bubbles- this will take place half termly. This allows students to improve their fitness, have an experience of competitive sport against other people and also improve on their own personal best. Sports day has taken place for every pupil in school, events included those covered as part of PE sessions as well as long distance running to reflect the daily mile. 	Engage with 2021/22 PAT games and school games calendars ensuring attendance is high and different pupils are able to attend.
Contribution to central fund for recruitment of PE specialist to plan / arrange competitive sporting events through the Trust.	<ul style="list-style-type: none"> Attend all PAT Games and School Games events. (COVID dependent) Liaise with other PAT schools regarding additional events. 	See above costings	Students have the opportunity to compete against other schools for performance i.e. football and rugby. There are opportunities for students to take part in less competitive activities such as multi skills and also events tailored to SEND students.	Try and increase performance in the PAT events in order to qualify for more school games events during the 2021/22 academic year.

Signed off by	
Head Teacher:	Joe Ayre 
Date:	05/07/21
Subject Leader:	Adele Worsnop 
Date:	05/07/21
Governor:	
Date:	