

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

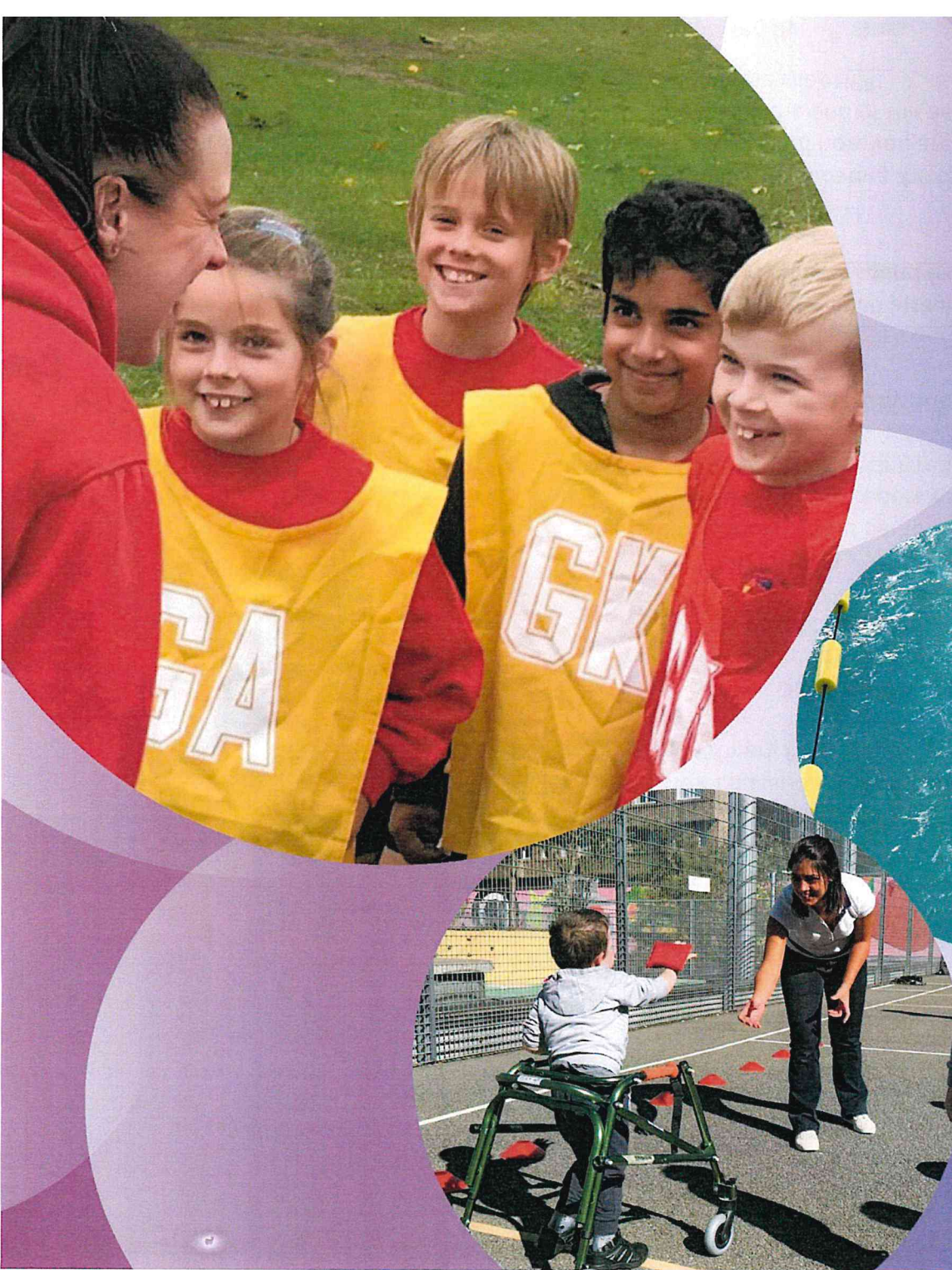


Department
for Education

Created by



YOUTH
SPORT
TRUST





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:
<ul style="list-style-type: none"> • Introduction of GetSet4PE has been used and embedded in curriculum time to improve the quality of lessons. • Entry into regular competitive sport- PAT Games and School Games competitions up until March 2020. • Use of Daily Mile and Active minutes to increase active time throughout day.. • Student kit for attending sporting events 	<ul style="list-style-type: none"> • Improve quality of teaching and learning within PE. • Improve behaviour management in PE lesson. • Raise the profile of PE across the school and make sure pupils view it as just as important as any other subject. • Increase the amount of active learning taking place across curriculum

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

Delete as applicable

If YES you **must** complete the following section

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 July 2021	Total fund carried over: £7195	Date Updated: 12/07/2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £7195
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?:
We intend to use the funding that has been carried over to raise the profile of PE as a subject in school with a particular focus of physical activity for mental health as well as physical health. We also intend to increase participation in PE, School Sport, and Physical Activity	- Purchase of playground dividers to allow more children to access the space and get the full benefit of an in-depth PE lessons. We can also section of areas to set up lunch time activities and sports.	£2334	- Increase in physical activity levels during lunchtimes ensuring more students are reaching 30 active minutes.	Targeting certain students who may not be accessing the full 30 mins of Physical Activity across the school day. Ensure there is enough equipment in all activities across the curriculum and beyond. I.e. alternative extra curricular clubs/celebration days.
	- Purchase of electric ball pump to allow all footballs to be maintained as all the classes will need the use due to the change in curriculum as a result of Covid-19	£97	- PE lesson time is also increased as areas of the playground can be sectioned off at break times. - Students have enough footballs/ rugby balls etc. To have one each during their lessons in order that they can continue with curriculum PE during COVID restrictions.	
	- Purchase of new netball posts to allow the Netball topic to be taught	£260	- Students have the proper equipment to be able to carry out efficient netball	

	thoroughly when the children return to school.		lessons, particularly focusing on hand eye co-ordination and aim while practicing shooting.	
--	--	--	---	--

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.	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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: £17810		Date Updated: 12/07/21	
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: 16%
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?:	
Enable KS1 children to ride a bicycle and develop their balance, agility, co-ordination and awareness skills. Staff CPD on how to deliver this as a scheme of work.	Purchase of 15 Balanceability Bicycles to allow the teaching of a full scheme of work.		£2,358	Improvement of core skills of KS1 in order that students can access the KS2 curriculum fully.	
Purchase of 20 Moki bands order to track, compare and promote physical activity within the school.	EG to trial with Y3 to establish how to use them efficiently across the school day. CPD with other staff then use this as part of Active Minutes Challenge.		£456	Students are more aware of how active they are across the school day. This should encourage students to make an effort to be physically active in their choice time.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
Youth Sport Trust membership to allow access to resources which will provide PE lead the opportunity to apply these to the schools needs in order to improve PESSPA.	<ul style="list-style-type: none"> - Complete the purchase of the membership. - Explore website and resources and adapt these to improve PESSPA within school. 	£210	<ul style="list-style-type: none"> - Children benefit from resources. - PESSPA profile raised within school. - Both staff and children are up to date with the latest government guidance. 	<ul style="list-style-type: none"> - Continue to purchase the membership yearly. - Continue to explore the resources and adapt them to suit our school's needs.
Celebrate students that work hard across PESSPA each week to show students the importance of this as part of the school day.	As part of the weekly certificates and achievement assembly (COVID permitting) one member of each class to be awarded the 'PESSPA star award'	£0	If the school are valuing PESSPA alongside English and Maths rewards students will realised the important of living a healthy active lifestyle.	Once COVID restrictions are lifted a half termly PESSPA assembly to celebrate achievement of students.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
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:
PAT PE, School Sport and Wellbeing Co-Ordinator.	Introduction of PAT wide PE planning and regular CPD in teaching and learning with Kate Wood. Behaviour Management in PE session- 29/09/2020	£8370.85	Staff have well planned schemes of work and individual lessons to ensure they have all the skills to deliver high quality PE. This should improve the progress of students as staff are facilitating this.	Introduction of personal development aims into PE curriculum.
PE leader (EG) to complete level 5 certificate in Primary School Physical Education Specialism.	<ul style="list-style-type: none"> - Make notes and evaluate the resources and recommendations from the course based on how this will impact PE subject leader role in school. - Create action plan and 'next steps' from the day. - Reflection upon school practice and identify improvements. 	£0 (paid for from last years budget)	Knowledge brought back and applied in school. -Increased understanding and development of middle leadership in school; impacting positively on school curriculum.	EG to complete Level 6 AfPE award in Subject Leadership to be able to push the school forward in regards to PESSPA.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
PE curriculum developed by PAT PE, School Sport and Well Being coordinator using Get Set for PE to ensure pupils are offered a rich and varied curriculum across school.	<ul style="list-style-type: none"> - Staff audit during to assess knowledge and skills in order to inform any CPD needs in certain activities. - Get Set for PE to be used across all year groups. 	£0	<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. 	Introduction of alternative extra curricular activities that may not be covered in curriculum time. i.e. archery. (COVID permitting)
Audit of the PE cupboard and list of new equipment created. Equipment ordered to follow alongside the PE equipment to ensure that all pupils have equal opportunity to learn new skills and new sports.	<ul style="list-style-type: none"> - GetSet4PE followed and all appropriate equipment has been ordered to facilitate the entire curriculum. - Trundle wheel purchased for accurate measurements for athletic events. 	£777.49	All children have had an equal opportunity to access their Summer curriculum.	Regular audits to take place and identify when equipment is no longer fit for purpose and update.
Children to experience a range of different sports and physical activities, including those activities that are self-led and non-competitive with a fitness focus. Allow pupils who do not enjoy game based sports to experience physical activity in a different way.	<ul style="list-style-type: none"> - Colourful claves and clapsticks ordered to facilitate indoor fitness and movement to music. - Goalball equipment purchased to allow children to experience a Paralympic event. 	£77.63 £76	<p>Children have had the opportunity to experience this when the rain has caused PE to be indoors.</p> <p>A Paralympic event will be included in Sports Day for children to experience diversity and challenges that others face.</p>	Pupil voice to ascertain enjoyment and impact.

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	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.	Pupil voice to identify other sports which could be completed during current restrictions. Conduct a school sport week for all pupils using bubbles if required.
Contribution to central fund for recruitment of PE specialist to plan / arrange competitive sporting events through the Trust.	- Attend all PAT Games and School Games events. (COVID dependent) - Liaise with other PAT schools regarding additional events.	(See previous)	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.

Signed off by	
Head Teacher:	<i>LD Durbelenor</i>
Date:	<i>12 July 2021.</i>

Subject Leader:	<i>elgrays</i>
Date:	12/07/2021
Governor:	
Date:	