

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"> • GetSet4PE is being used in curriculum time to improve the quality of lessons and assessment of PE. • Entry into regular competitive sport- PAT Games and School Games competitions for all including Inclusive festivals and opportunities for KS1. • Staff kit for all kit delivering PE and Sport. • Student kit for attending sporting events. 	<ul style="list-style-type: none"> • Continue to improve the assessment of PE using Get Set for PE. • Reintroduce the Daily Mile (Active Mile). • Improve the fitness of KS2 children- particularly post COVID- identify students with greatest need. • Increase the amount of active learning taking place across curriculum in order that all students are achieving 30 active minutes across the school day. • Continue to raise the profile of PE and School Sport across the school through regular assemblies, celebrating achievement and delivering high quality PE lessons.

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

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 March 2021	Total fund carried over: £ 2,243	Date Updated: 27.09.20		
What Key indicator(s) are you going to focus on? 1 and 4.				Total Carry Over Funding: £ 2,243
Intent	Implementation		Impact	Sustainability and suggested next steps
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?:	How does this link with the key indicators on which you are focussing this academic year?:
MOKI Bands (used in Active Mile as well as to track daily movement) in order to encourage students to take part in 30 active minutes across the school day.	One band per class including EYFS. Children take turns wearing a band each day – track the activity for individuals as well as for the class.	£528	Identify less active children for intervention. Increase opportunities for personal challenge. Improve health and wellbeing of students.	Track activity for individual children and monitor this and support with identifying inactive children and creating interventions for year groups or small groups.
Purchasing resources for quality teaching and to raise the profile of PE during PE lessons. Equipment purchased: Tag-rugby balls and tags, squeeze whistles and lanyards, New Age Kurling sets, Electric Compressor and footballs.	Ensuring all are able to take part and follow the PAT curriculum map some new resources were needed to allow for two lessons to take part at once so children had a ball between two or one each. Squeeze whistles and lanyards are for children who can't take part physically, they can be referees/ coaches...	£1,462.00	New Age Kurling sets have been purchased to be used in clubs and for specific interventions like maths. Apply their knowledge and skills to everyday life. They have more access to a range of sports which require a range of skills. Children are now all actively involved in all PE lessons even if they have an injury.	Train the pupils to be coaches, referees, to run warm ups – building leadership skills throughout all lessons. Use these resources in competitions and or lessons to come. Store these resources safely and effectively.

	(The electric compressor will be used to deflate balls for storage when they aren't needed anymore).		Tag-Rugby lessons were of high quality and resourced well for the future.	
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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.	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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: £18,670	Date Updated: 5.7.21	
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:
				4.8%
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:
Teach Active Membership for Maths in order to increase the amount of Physical Activity students are taking part in per day. (Ideally 30 mins)	Active Maths sessions to be rolled out across years 1-6. CPD to be arranged. Start with one lesson expected per week but additional lessons or sections of lessons be added by Summer term.	£690	Students more engaged with their maths lessons and also have another opportunity in the week to be physically active and learn. This should increase attainment in Maths across the school. Classes are noticeably outside and active 50% more of the time due to this resources.	Identify students that may benefit from 'Active interventions' giving them an extra Teach Active session per week in smaller groups.
Skip into Summer programme – Free but bought skipping ropes for all children to take part in school safely at break and lunch times each day. (Total 252 skipping ropes)	Staff shared the videos and progression documents from the SiS leaders and used these to develop children's interest in skipping and ability to skip more confidently. Each child in KS2 has their own skipping rope to use at break and lunch times each day. Children in KS1 and EYFS have one between two at break times each day.	£210	Students are more active through break and lunchtimes and are applying skills learnt as well as developing personal goals.	The skipping ropes and resources will stay at school and be used year on year by children so they can develop their skills further and be more active.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				30.4%
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:
Continue to provide staff with PE top so they can teach PE, deliver clubs and attend competitions dressed appropriately. Staff need to be positive role models to students. More tops have been ordered for new staff.	Ensure any new members of staff have a top provided and ensure link for staff to buy own kit has been shared.	£200 £189	Staff are role models to students - PE, and school sport is viewed as for everyone.	Invest in more student PE kit – larger sizes in order that all students can access PE lessons.
Youth Sports Trust membership	Membership supports school in understanding, planning and delivering an appropriate and ambitious high-quality physical education curriculum. Supporting schools in using PE, sport and physical activity to improve personal development and wellbeing outcomes.	£210	Use to support and inform planning, CPD tool to support further teaching. Heatmap tool identify inactivity in the school day. Pupils will know more about how to be more active and the importance of this on their lives.	Share good resources with staff and get YST to come in and deliver any appropriate CPD sessions to staff to assist with the promotion of PESSPA at Orchard Head.
Playground line markings – new netball/ mini football court, new activities court, fun fitness trail, skipping spots	The play space on offer to the children hasn't had work done/ anything added to it regarding markings for over 4 years and is looking tired and dull. These new markings will add clear areas for specific play which can benefit general play/lunch times (sports leaders delivering activities), clubs and PE lessons.	£4825.00	Use to support children's personal challenge and fitness. Use to provide clear areas for PE and Sport activities. Use to engage more children for longer throughout play and lunch times on a day to day basis. Pupils will be inspired to be more physically active for personal and social gain.	10 year guarantee. Recycled wooden huts will be provided for each phase to store equipment for play and lunch time games/sports that can be used alongside the chosen markings. Embed an ethos of being active and self-esteem for all. Teamwork skills will develop.


Sports Leaders Programme	10 year 4 children will be trained by Kate Wood to be Sports Leaders and therefore will be ready to set up, lead and coach different activities throughout their time in year 5 next year. They will provide activities for children at break/lunch times as well as support in the organisation and delivery of sporting events throughout the year e.g. sports days and so on.	£99	Children are engaged and feeling ready for the challenge of leading events and activities next year. Peer role models.	This programme can be and will run over the years – these children will be used to support and train the next set in Summer 2 2022 and so on...
Sports Leaders Jumpers (£15 each x 12)	These will be for the selected children to show their roles and raise the profile of sports leaders within the school.	£180		
Increased participation of girls in sport and physical activity across the school.	'Girls Active Leadership' Programme through YST.	(See YST membership above)	Girls will become role models for the other girls within school-coming up with schemes, ideas and generally promoting PESSPA in order to increase participation and fitness levels.	Develop programmes for increasing participation.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25.4 %
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:
PAT PE, School Sport and Well Being coordinator to support staff in their delivery of PE at Orchard Head.	<p>Continued implementation of PAT wide PE planning.</p> <p>Regular CPD in teaching and learning with Kate Wood.</p> <ul style="list-style-type: none"> - Behaviour Management in PE 4/11/20 <p>Identify staff that may benefit from 1 on 1 CPD across a half term through staff voice.</p> <ul style="list-style-type: none"> - Support to KS2 classes across school from Autumn –Summer term. - Run the Sports Leaders programme for 10 year 4 children. 	£4745.95	<p>Staff now have well planned schemes of work and individual lessons to ensure they have all the tools available to deliver high quality PE.</p> <p>Staff that feel that PE is an area for development receive personalised, regular feedback in order to improve their confidence and understand how to apply their teaching skills in a PE environment.</p> <ul style="list-style-type: none"> - Children have specialist and weekly focus time as a group to develop skills needed. - Get more girls engaged and confident from a young age. 	<p>Introduction of personal development aims into PE lessons so that it is not only the physical aims that are focussed on.</p> <p>-These children will run activities and support events next year (21/22) and help to train up the next group of sports leaders for (22/23) and so on.</p> <p>-Follow system in the future.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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	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:

consolidate through practice:				
Use of Get Set for PE to ensure pupils are offered a rich and varied curriculum across school.	Ensure all staff are following PAT Curriculum map to ensure a range of activities are being covered. PE Subject Lead and Headteacher to drop into PE lessons to ensure this takes place.	£0	Students get to experience games activities, dance, OAA, net and wall, gymnastics etc. across the year in order that every student has the opportunity to find a sport/ physical activity that they may want to pursue outside school and in later life.	Introduction of alternative extra-curricular activities that may not be covered in curriculum time. i.e. archery. POST COVID- look at activities we have not been able to cover due to lack of indoor space and ensure these are covered.
Resources for a range of activities: the active mile markers and OAA flags for ODP activities. Football cones and poles/markers. Balls for KS1 ball skills. Skipping ropes, hurdles and speed bounce set for fitness and athletics. Tag rugby kit and tennis kit.	Enough equipment ordered for all children to appropriately and safely take part in a wider range of sports and activities and to a high standard.	£308.10	Assessments will show the impact of having correct and enough equipment for quality teaching and learning to take place.	Monitor the equipment and its use. Use to support the quality of teaching. Replace any broken or damaged equipment.
Purchasing resources for quality teaching and to raise the profile of PE during PE lessons. Equipment purchased: Netballs, cricket sets, Basketballs, foam shot puts and javelins and active spots for summer term lessons.	Ensuring all are able to take part and follow the PAT curriculum map some new resources were needed to allow for two lessons to take part at once so children had a ball between two while restrictions are still in place.	£798.50	Apply their knowledge and skills to everyday life. They have more access to a range of sports which require a range of skills. Netballs, Cricket sets, Basketballs to be used and then compressed after the lessons to store and look after resources for longer.	Use these resources in competitions and or lessons to come. Store these resources safely and effectively.
Purchasing of Balanceability package – balance bikes, helmets, virtual training resources, balance bag of resources/ equipment, course manual, session plans, DVD – all that is needed to teach KS1 and EYFS children gross motor, balance and road safety life skills.	Ensure and support the gross and fine motor skills as well as teach life skills regarding road safety to many KS1 children as well as some EYFS children.	£1,893	Apply the skills and knowledge learnt in everyday life.	Use these resources for interventions and clubs for a range of children. Store resources safely and effectively. Train up extra staff over time to ensure it is sustainable over time.

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:
<p>Participation in intra school events providing an opportunity for as many children as possibly to engage in competitive activities.</p> <p>Participation in Sports Day W/C 5.07.2021 for whole school.</p>	<p>Ensure all pupils have opportunities to compete in inter-house events in bubbles if required.</p> <p>Cross country event</p> <ol style="list-style-type: none"> 1) 22/10/2020 2) 9/12/2020 – link to charity 3) 16/4/2021 4) 28/5/2021 – link to charity <p>This will continue across the year so students can work hard to improve their fitness and compete against themselves to improve their times.</p> <p>Children competed in teams within their class bubbles – these scores were totalled across the phase and then with the whole school for an overall school winner.</p>	£0	<p>This allows students to improve their fitness, have an experience of competitive sport against other people and also improve on their own personal best.</p> <p>-Develops an understanding of teamwork skill, resilience, pride, empathy, sportsmanship, determination, self-esteem, build confidence and personal fitness.</p>	<p>Pupil voice to identify other sports which could be completed during current restrictions.</p> <p>Conduct a school sport week/phase events half termly for all pupils to be involved in a range of sports over the year.</p>

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.
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Signed off by	
Head Teacher:	
Date:	19.7.21
Subject Leader:	S. Shute
Date:	19.7.21