

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 2020/21 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: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Familiarisation with i-moves scheme Coaches in school- CPD for TAs & teachers Support for identified less active children Further support for less active KS1 children through cricket & multiskills (chance to shine) Increase fitness levels – trial daily running After school & playtime extra curricular activities with coaches Increase playtime activity levels – skipping Evaluate resources – introduce dodgeball & more use of table tennis</p> <p>Playground markings – netball, small sided games, 4 square in KS1</p> | <p>Link I moves dance with music curriculum to increase usage & confidence in both areas. Staff questioning- indoor PE needs addressing Identify links of wellness curriculum with PE- integrate into lessons. CPD for dance for all staff through i-moves scheme. Increase number of extra curricular activities- (3 after school/ lunch clubs)</p> <p>Return to pre-covid level of entry to school games activities</p> <p>Maintenance of climbing equipment</p> <p>No school games events- therefore work at upping profile to encourage next cohorts of children</p> <p>Attend festivals for less active children- pre covid 2 festivals attended.</p> <p>Link with local primary (walking distance) – introduce whole class competitions.</p> <p>Re assess swimming – (2021 Y6- no swimming since Y4)</p> |

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 £ 7,547

+ Total amount for this academic year 2020/2021 £ 17,800

= Total to be spent by 31st July 2021 £ 25,347 (underspend £9,917 carry forward to 2021/2022)

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| <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> | % no data |
| <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> | % no data |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 97% |
| <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> | 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: £ | 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: | |
| | | | 10% | |
| 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: |
| Increase activity at playtime identify less active | - sports coach introduce 4 square to groups Playground leaders introduce playground activities to others Purchase of playtime equipment | £200 | Started in 2019/20 and was successful but delayed due to COVID-19. Impact expected is more take up of playground games in 2021/22. | Leaders continue next year to introduce games to other year groups. Encourage next cohort of leaders |
| Increase the activity levels for those not interested in ball games. | Skipping workshop- link with leaders and playground activity. | £550 | Research has shown that the workshops increase take up of skipping games in the playground increasing children's activity levels. | Unfortunately- leaders unable to work with younger classes but introduced activities to own class. |
| Increase quantity of equipment to allow less dominant children to practise. | Purchase more playtime equipment (incl class ropes) | £500 | | |
| Increase activity and skills of KS1 pupils | Chance to shine cricket (subsidised by cricketboard) | £260 | This was introduced in 2020/21 and impact was successful. | |

| 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: |
| To encourage greater participation in school achievements | <p>Sports leaders working with other children to increase engagement</p> <p>Achievement certificates awarded in assembly.</p> <p>Participation certificates awarded in assembly.</p> <p>Match reports written by children and published in fortnightly newsletter to parents.</p> <p>Reports mounted and on display on sports notice board with team photos.</p> <p>Sports leaders to introduce activities during assemblies.</p> <p>KS2 football tournament/ Netball shooting competition organised by leaders.</p> | <p>£1540</p> <p>£100</p> <p>£50</p> | <p>Worked well with Y5 class but unable to work with other classes. Assess this next year.</p> <p>Leaders zoom activities distributed across other classes.</p> <p>Trophies/ medals</p> | Leaders working across year groups to pass on enthusiasm & encourage next cohort. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---------------------------------------------------------------------------------------------------|----------------|--|--------|---------------------------------|
| | | | | 71% |
| Intent | Implementation | | Impact | |
| | | | | |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 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: |
| Increase the range and quality of physical activities taught. | Sports coaches introduce area of curriculum- followed up by class teachers and Tas. Ensure coverage of variety of :net & ball, invasion games, athletics, Improve fundamental multi-skills of KS1 | £11,124 | Improved skill level of children Increased confidence in delivery and organisation of teachers and support staff | Questionnaire – confidence in outdoor sports Evaluate indoor when I moves can be fully used. |
| | Introduction of I-moves to link with music curriculum- increase the profile of foundation subjects | £594 | Use of scheme (dance) during lockdown but not as much as hoped for since as indoor activity discouraged. | Assess further usage Use more regularly once indoor activity resumes. Use as scheme linking wellness and music curriculum |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 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: |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| | | | | 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: |
| Participate in class competition as no inter school competition allowed | End of unit house competitions run by class teachers, sports coaches. Extra-curricular activities Cricket Netball Football | £560 £560 | 50% Y6 children attend extra-curric club 100% Y5 girls attend netball practise 87% year 5 children attend extra curric club | Increase number of clubs Enter school games events again next year. |

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| Signed off by | |
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| Subject Leader: | K Carrick |
| Date: | 15.7.21 |
| Governor: | D Tharby |
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