

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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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: |
|---|--|
| <p>Good Links with Local Rugby and Football Clubs has encouraged children to advance to sport in the community.</p> <p>Teachers share responsibility of extra-curricular sports clubs for various age groups.</p> <p>School Nursery children are taught PE and are included in the school curriculum; This supports Early Learning Goals in physical development as well as a healthy relationship with PE and physical activity.</p> | <p>Increase and schedule physical activity to ensure pupils reach 2 hours of planned Physical activity each week.</p> <p>Improve resources available to children for both scheduled activity and recreational play during breaktimes.</p> <p>Celebrate and reward pupils in all elements of PE and Sport to raise the profile of Physical Activity in school.</p> <p>PE and Sport Coordinator to devise provision and curriculum plans and support teachers with teaching and planning for PE to ensure provision of PE is good for all pupils.</p> <p>Curriculum plan to include a broader range of sports and activities to support and develop aspirations which are inclusive for all pupils.</p> <p>Develop inter and intra-school opportunities for competition and use links to other schools to create virtual competition and rewards where possible.</p> |

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

YES/NO * 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 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 2021. | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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? | Yes/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: £16, 610 | | Date Updated: 14.01.2021 | |
|---|--|--|--|---------------------------------|--|
| 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: |
| | | | | | % |
| 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>Increase scheduled Physical activity to 2 hours a week for each class.</p> <p>Identify- and begin to remove -any barriers to participation/ progression in PE.</p> <p>Ensure Outdoor equipment is fit for purpose and expand on this to ensure maximum accessibility for all pupils.</p> | | <p>Timetable two PE sessions for each class during the week.</p> <p>Introduce Marathon Kids as a way of increasing activity.</p> <p>PE and Sport Lead to teach 1 session of PE, per class, per week to support engagement of pupils in lessons.</p> <p>Perform a Pupil Perception of PE and Sport to identify any barriers to learning within the school.</p> <p>Request quotations for both repair work on the current gym trail and the addition of a traversing wall.</p> <p>Request quotations for Re-marking/ new markings for both the main playground and the EYFS play area.</p> | | £4,000 | <p>All pupils in school now have 2 PE sessions weekly, increasing their time participating in Physical Activity.</p> <p>Every child has one session with PE and Sports lead which supports engagement and participation.</p> <p>Many concerns with PE kit have been eliminated by allowing children to use the PE kit they currently have. Multiple changes in kit colour over the years has meant that kit is not currently uniform. This has not been prioritised this year as encouraging participation was more important.</p> |
| | | | | | <p>Devise a ‘non-participation’ record to track regular non-participants in PE and identify barriers and to hold all involved accountable for missed sessions.</p> <p>Support children in having a more uniform kit by slowly introducing back the most common kit colour and supporting families, where necessary, with the transition.</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 | |
| 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>Enthusiasm and passion towards sport and PE to grow, with more pupils showing positive learning behaviour and attitude towards it, both in and out of school.</p> <p>Implement rewards and a positive ethos for accomplishments, efforts and attitude towards all this PE and Sport.</p> | <p>Implement a fun and engaging curriculum for children to have access to a variety of sports and activities.</p> <p>PE and Sports Lead to hand out a golden award to an individual every week for effort/ attainment/ performance etc. in PE</p> <p>Purchase sports kits/ uniform to increase the identity of school sport.</p> <p>Designate an outdoor display board to PE and Sport which shows information on sports teams, celebrates achievements, gives updates on ongoing competitions etc.</p> | £3,500 | <p>Teachers have reported greater engagement and enjoyment from pupils during the sessions in which the teachers lead the session, supported by planning from PE lead.</p> <p>One child on a reduced timetable has altered this to include their PE session with the PE lead.</p> <p>A PE certificate is awarded (by PE lead) to an individual which celebrates their efforts and accomplishments in PE that week, during a whole school assembly.</p> | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | % |
| 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>Increase confidence in teaching PE for class teachers.</p> <p>Support teachers in increasing knowledge and skills for teaching PE.</p> <p>Improve teachers access to good provision resources.</p> | <p>Identify teachers' strengths and weaknesses (perceptions) based on questionnaire/ audit.</p> <p>Develop curriculum plans, mid-term plans and lessons plans for teachers to use when delivering PE sessions.</p> <p>PE lead to team teach with Class Teachers, over the course of the year, to support staff improvement.</p> <p>Plan meetings for staff to support understanding of curriculum, progression maps and lesson plans etc.</p> <p>Offer CPD opportunities to staff with relevant skill set/needs.</p> | £3,000 | <p>Teachers questionnaires were collated and CPD opportunities have begun; namely team teaching opportunities with PE lead as well as Gymnastics CPD.</p> <p>PE and Sport lead has implemented 2 year rolling curriculum programme and has supported teaching staff by supplying lesson plans, linked to the programme, for them to use when planning and teaching PE lessons.</p> <p>Plan devised to team teach with each teacher for at least half a term.</p> <p>PE and Sport lead met with all teaching staff to discuss expectations in PE and future plans and support.</p> | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | % |
| 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>Introduce two-year rolling programme to allow children access to a good variety of sports/activities.</p> <p>Include experiences of at least 10 different sports a year (either through PE provision or extra-curricular activities and experience days etc) to support child aspirations.</p> <p>Ensure resources are available which support a range of activity both in structured Physical activity (PE) and unstructured (playground).</p> <p>Develop sustainable swimming provision to ensure quality provision is maintained long term.</p> | <p>PE and Sport Lead to ensure that multiple sports (inclusive for all children and abilities) are included in the curriculum rolling plan</p> <p>Purchase new equipment to ensure adequate resources for new coverage of sports.</p> <p>Purchase equipment for pupils to use at playtimes which supports the new curriculum and is readily available.</p> <p>Support as many pupils as possible to attend Birch Hall Residential, which covers additional sports and activities including Outdoor and Adventurous Activities curriculum objectives.</p> <p>Contact local swimming facilities to organise swimming timetable and provision for this year and subsequent years.</p> | £3,500 | <p>2- year programme includes 16 different sports and activities including boccia, handball and golf.</p> <p>New equipment was purchased for use in PE and on the Playground and reminders set to replenish and improve this termly where necessary.</p> <p>9 children are signed up to attend the Birch Hall residential in April 2021.</p> | Include more extra curriculum sports clubs to further enhance provision and experience of sports and Physical Activity. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | % |
| 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>Improve competitive opportunities for all children, both inter and intra-school.</p> <p>Create low level competition in school using things like house teams, class tournaments etc.</p> <p>Attend at least 3 local tournaments and competitions for pupils to participate in intra school competition</p> | <p>Introduce Sports teams/ house teams within classes to develop low level competition internally.</p> <p>Start Marathon Kids programme and use the tracking system to have a competitive structure in school and with other schools locally.</p> <p>Join local sports association to attend competitive events and activities.</p> | £3,000 | <p>Competition between local link school with indoor athletics engaged children into improving their personal bests and set high scores for their peers to beat.</p> <p>PE lessons have been planned to specifically introduce controlled competitive situations, especially in year 5 & 6, which has highlighted issues regarding sportsmanship and general conduct towards competition. There is also a trend of some children avoiding competitive situations due to this.</p> | <p>Use Marathon Kids to support low level competition and celebrate children achieving their individual target, their collective scores (Class/House Team) as well as with other schools (link school competitions).</p> <p>FC to look into practicalities of a school minibus to minimise barrier of transportation with regards to inability to attend sports events and competitions.</p> |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Filipe Carvalho |
| Date: | 14.01.2021 |

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| Governor: | |
| Date: | |