

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:

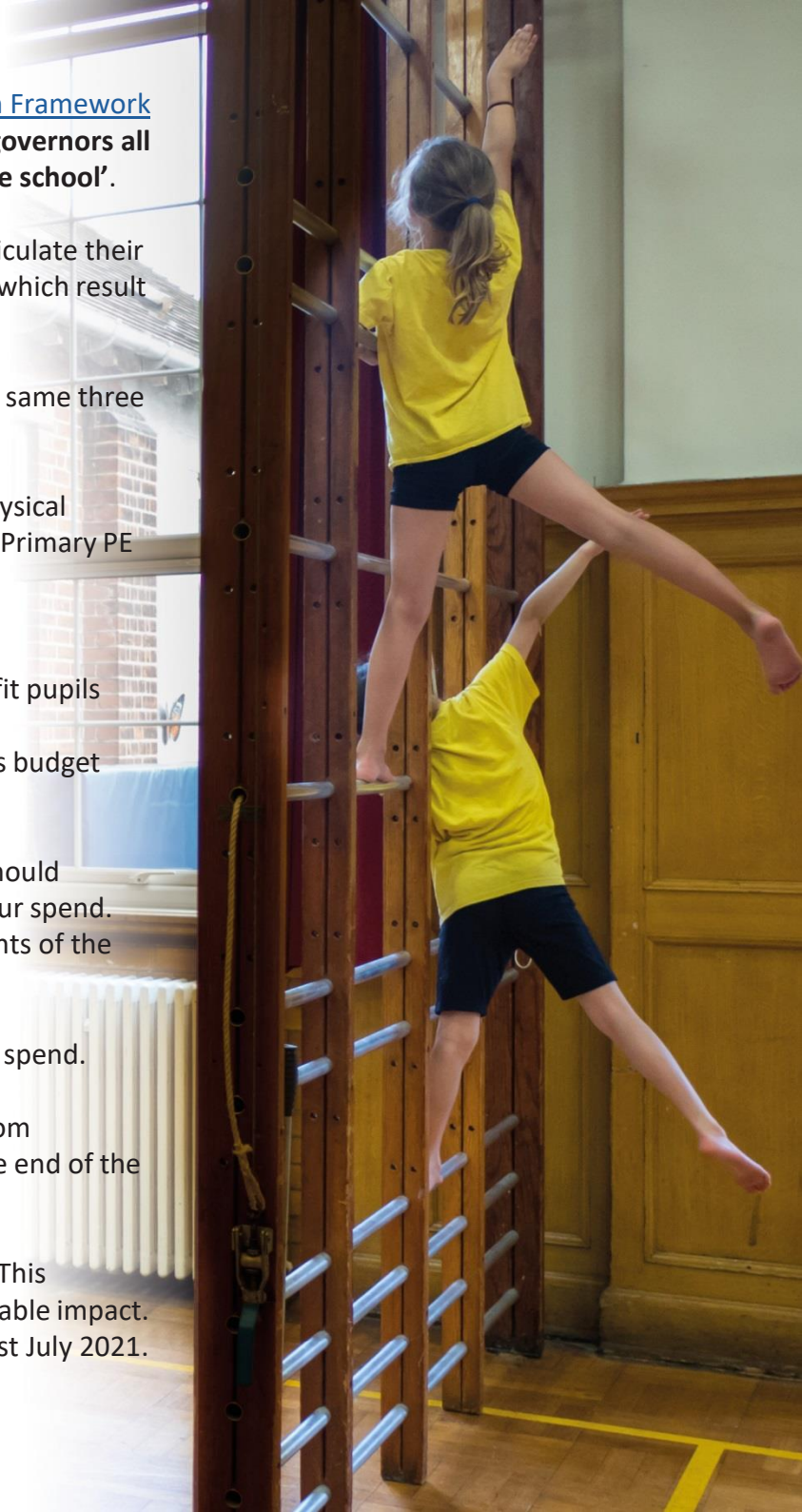
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 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>Pupils in all year groups receive 2+ hours of PE per week in school.</p> <p>Virtual visits by Sam Ruddock, Johnathan Broom Edwards & Sarah Outen have helped inspire children to set goals and achieve.</p> <p>Received Gold Active Travel award for having above 50% of children actively traveling to/from school daily.</p> <p>Competed in Mini Olympics mass participation event</p>	<p>Train New Bronze Ambassadors</p> <p>Continue to promote all aspects of physical activity so that all pupils are physically active in PE lessons and in play.</p> <p>To continue to access inspire+ partnership and take full advantage of the opportunities that this presents.</p> <p>Ensure teachers understand Getset4PE scheme and use it to its full potential.</p> <p>Access sports event and competitions through SGO and inspire+.</p>

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

Delete as applicable

Total amount carried forward from 2019/2020 £.0.....
+ Total amount for this academic year 2020/2021 £.18,890.....
= Total to be spent by 31st July 2021 £..18,890....

<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>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	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: £18,720		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: 29%
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><u>All children</u> improve their understanding of healthy lifestyles.</p> <p><u>All children</u> have the opportunity and are encouraged to be physically active at playtimes and lunchtimes.</p>	<ul style="list-style-type: none"> Appoint Sports TA to ensure pupils play physically active games at lunch and playtimes. Part of the TA's time is to set up games and train and lead the children as playground leaders (KS2 only in the Spring term – 2 per class) The Sports TA will run after-school clubs, including football and running, to increase uptake in sport, particularly targeting pupils who lead less active lifestyles. This will be in a form of a bubble each afternoon after school. Begin in Spring 2 and will have to be outside. The Sports TA will provide active nurture time for those children with challenging behaviour in school. One hour per day allocated to this. 		<p>Inspire+ Membership: £5,430</p> <p>PE TA:</p>	<p>Appointed. this has had limited impact due to bubbles, lock down and timetabling issues</p> <p>Bubble based after school clubs ran for T5 for a limited number of pupils. Impact was limited</p>	
			Sustainability and suggested next steps:		
			<p>A sports TA has proven unsustainable moving forward</p> <p>Funding being used to purchase support from Inspire+ to train and support staff PE – additional impact from the Inspire+ package is deemed to be significant across all pupils with identified vulnerabilities targeted for accelerated impact. Inspire+ offer a raft of wellbeing and physical opportunities including support with inspirational visitors and whole school projects</p>		

	<ul style="list-style-type: none"> Spring - Introduce the daily mile for lunch time/before or after school. 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25%
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:
Children are inspired to participate in sports and other physical activity.	<ul style="list-style-type: none"> Train two pupils (starting in Spring term) per class to be Play Leaders to work alongside Sports TA and PE leader in promoting physical/healthy activity. Sports Ambassadors and Play Leaders will also help with running clubs and activities at playtimes and lunchtimes within their bubble. Inspire+ Ambassadors to attend school throughout the year. (May be virtual). Sam Ruddock, Johnathan B-E, Sarah Outen & Lizzy Simmonds. Sarah Outen Mini Authors visit Engage children and staff in 	Inspire+ Membership £4,680	<p>Whole school virtual assemblies have been successful.</p> <p>We achieved Gold Active Travel award.</p> <p>Play leaders have been in place but it has been impossible for them to show significant impact.</p>	Continue as we enter Covid step 4 lock down restriction levels

	physical activities – Mini Olympics day.			
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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?:
Children receive quality PE sessions that equip them with the knowledge, skills and motivation necessary for a healthy, active lifestyle and lifelong participation in physical activity and sport.	<ul style="list-style-type: none"> Sports TA will support teachers in all PE sessions, ensuring pupil receive direct feedback and support to develop their skills. Provide staff with comprehensive planning scheme for PE that is progressive and age appropriate. (getset4PE) 	£6,125 Getset: £990	Limited, TA has worked across groups but his ability to be closely involved has been limited due to bubble restrictions PE scheme started, needs embedding
			Sustainability and suggested next steps: Unsustainable Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities.

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	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>consolidate through practice:</p> <p>Children have the opportunity to try out a new sport.</p> <p>All children have the opportunity to take part in a large variety of sports clubs at school.</p>	<ul style="list-style-type: none"> • A large proportion of our children travel to school by bike or scooter, which we encourage. All the reception children will have the opportunity to take part in regular Balanceability sessions – practising their core PE skills using balance bikes. As well as providing them with extra physical activity and encouraging them to get on their bikes and scooters at home, the sessions encourage them to be safe when traveling to and from school. • Junior Road Safety Officers will be introduced to support safer access to school for all pupils • Bikeability is now only partially funded by the LA. We are continuing this programme of cycling proficiency for pupils in Y6 for October 2020 (as they missed it last academic year) and Y5 for May 2021. • <i>Mini Olympics – 50 Year 3 pupils will take part in a day of non-competitive athletics activities</i> <p>Our Sports TA will run before and after-school clubs (starting in Spring term and must be outside), including Kwik Cricket, to increase pupils' interest and motivation in a range of sports and with an emphasis on working as a team and getting everyone moving.</p>	<p>£595</p>	<p>Balance bikes used in school stock but not whole project</p> <p>Road safety officers appointed</p> <p>Bikeability went ahead in T2 and T5</p> <p>Whole school accessed a school based version</p> <p>No significant impact</p> <p>Mini Olympics became a school based, whole school event which pupils fully engaged with.</p>	<p>Try again next year</p> <p>Continue to promote bikability</p> <p>Enjoyed by all pupils, will be good to access a mixed school event next year</p> <p>unsustainable to use TA in this way.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Every pupil is able to take part in as many competitions as possible once covid-19 restrictions are lifted.	<ul style="list-style-type: none"> Subscription with the Schools' Sports Games Organiser who organises interschool games and competitions, such as football and the swimming gala. Facilitating participation will be supported by the Sports TA. 	£900	Due to Covid interschool events did not happen. We did participate in a few virtual events including football competitions and a national run.	Participate in more games and interschool competitions. Further widen opportunities for pupils to take part in competitive sport.

In addition to our use of the premium, we support our aims in the following ways:

Covid permitting

We access opportunities through Inspire+ and MSPro to enable pupils to access Teaching assistants, teachers and governors use their own time to provide children with a number of sports clubs. A midday supervisor is our dedicated lunchtime play leader who works with the Sports TA to organise the play leaders and encourages and teaches other pupils how to play traditional games. MSPro also provide afterschool clubs for children as an alternative to other forms of afterschool childcare. This demonstrates the school's ethos and determination to promote sport and activity and ensure every child has opportunities beyond the national curriculum for PE. We value and encourage all participation in extracurricular physical activity and sport and this is also celebrated in our weekly celebration assembly where pupils share their achievements in football, rugby, judo, Jui Jitsu, taekwondo, golf, swimming and horse riding to name but a few.

In Autumn 2020, our Friends of School Association (FSA) has given us £2,500 from our fund raising to purchase new equipment for PE and the playground. Included in this we have purchased cricket and badminton equipment to ensure pupils have active playtimes and enough equipment for lessons and clubs.

As well as ensuring all children have access to additional physical activity, we also provide further opportunities in our DT and PSHE curriculums to learn about healthy lifestyles and have introduced wellbeing check-ins and the 5 ways to wellbeing to support emotional health.

Signed off by	
Head Teacher:	Jayne Watson
Date:	July 2021
Subject Leader:	<i>Georgia Bryan</i>
Date:	July 2021
Governor:	Maria Kordowicz
Date:	July 2021