

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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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 March 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Appointed a sports coach to improve weekly PE lessons, increase after school clubs and started inter-school competitions. ● Continuation of daily activity through Zumba and greater encouragement of the Daily Mile ● PE challenges set during lockdown. ● New playground equipment to encourage activity at playtimes. ● New PE experiences- zorbing in Year 6. ● Forest school for bespoke curriculum group. 	<ul style="list-style-type: none"> ● Continue daily Zumba with the option of the daily mile too. ● Set up inter-school competitions held on site. ● 2-day adventurous activities booked on the school field. ● Introduce an element of Pupil voice to PE by working with pupil Sports leaders more regularly. ● A focus on in-house development of PE by teaming up teachers with our own Sports Coach, offering support in PE lessons every day, running after school clubs/lunchtime clubs and providing support with competitions in the future. This will ensure we continue to meet the 5 key indicators and provide more PE/sport opportunities than before. ● Provide opportunities to catch up on swimming.

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

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.	Due to Covid Yr3 swimming was cut short, so assessment did not take place. No swimming has happened academic year 2020-2021.
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.	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	28%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	17%
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 But we did have top up swimming planned.

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: £31638 Rollover + 20/21 allocation		Date Updated: April 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: 28%
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>Know- That daily exercise is important for their health.</p> <p>Do- Every child to take part in 30 minutes exercise every day.</p> <p>Learn- That 30 minutes exercise keeps their bodies and minds healthy.</p>		<ul style="list-style-type: none"> Continued daily Zumba or daily mile during the next academic year. Playground equipment readily available to encourage fitness Resources purchased for playtime. New climbing frame 		<p>£580.30</p> <p>£500</p> <p>£7880</p>	<ul style="list-style-type: none"> Has been a success so far. Selected pupils have been trained to lead the Zumba sessions alongside the headteacher. 10-15minutes of Zumba at the start of the day has increased physical activity for ALL pupils. Children are much more active at break and lunchtime. Behaviour incidents have lessened.
					<ul style="list-style-type: none"> Changes to the school timetable in order to ensure there is time allocated for Zumba/Daily Mile. Continue to supply playtime resources and impact on well being is high. Introduction of Healthy living journals. <p>Investigate ways to maintain activity during winter months.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 21%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
<p>Know- Children know there are a variety of ways to keep fit. To know how to help others in need.</p> <p>Do- All children to have taken part in a variety of sports and sport activities. For all Year 6 children to be first aid trained.</p> <p>Learn- That sport is enjoyable and helping others is important.</p>	<ul style="list-style-type: none"> Sports week that included and long distance event, rounders competition, bike & Scooter day. First Aid training for year 6 pupils to build on their responsibilities and life skills. It also provided them with useful skills that can be applied to physical activity and injury prevention. Appointing a sports coach. Supporting PE lessons and leading after school clubs. 		<p>£0</p> <p>£530.00</p> <p>£ 5914.19 + £200</p>	<ul style="list-style-type: none"> Very successfully Sports week with ALL children taking part in the activities. Year 6 and 5 completed their first aid training. Lots of children have attended afterschool clubs and tried new sports. 	<ul style="list-style-type: none"> Sport week to continue next year. Potentially a focus on trying different sports next year and Sport taster sessions. Reintroduce Sports council. Start up inter school competitions. Sports Coach to remain.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
<p>Know- For children to build their skills and develop. To have experienced outdoor learning.</p> <p>Do- For every child to have developed their skills within the NC objectives. For all children to have experienced outdoor adventurous learning.</p> <p>Learn- Children to learn a variety of skills that can be transferred to different activities.</p>	<ul style="list-style-type: none"> • Sports Coach appointed and supporting PE lessons. • PE scheme of work purchased that covers sports which have been identified as needing further support (dance & gymnastics) as well as a range of sports. • Teachers trained in Forest school activities. • All classes have taken place in OAA activity with Swattenden. 	<p>Funds mentioned above</p> <p>£0</p> <p>£1128</p>	<ul style="list-style-type: none"> • Teachers have taught different sports this year and had support with PE Coach. • Training on assessing PE has been provided. • Children enjoyed taking part in sports they haven't tried before. 	<ul style="list-style-type: none"> • Subject leader to increase observations of PE lessons and monitor the use of PE scheme. • Subject leader to investigate afPE membership and more training opportunities. • OAA focus next year to boost outdoor learning.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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:
<p>Know - For a children to gain knowledge of a range of sports and activities that bring different physical and mental health benefits</p> <p>Do - for every child to have taken part in at least 2 new and 3 different activities over the year</p> <p>Learn - For children to learn a variety of skills that can be transferred to different activities and to learn about the increased physical and mental fitness and resilience that comes from regular participation.</p>	<ul style="list-style-type: none"> • Mr Holiday has purchased equipment to allow for different sports to be taught. • New after school clubs offered • Virtual Dancing session • Orienteering, Archery and assault course booked. • Zorbing for Year 6 	<p>Mentioned above</p> <p>Total £1319</p>	<ul style="list-style-type: none"> • Equipment has been used within PE lessons and has allowed staff to teach certain sports more effectively and with the correct equipment. • Children have enjoyed trying new sports. • Year 6 loved zorbing and it is being rebooked. 	Begin to plan next year's Sports week and investigate different activities that could be offered.

Key indicator 5: Increased participation in competitive sport				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:
This has been greatly impacted by COVID. We had started setting up our own competitions against other schools, which had to go virtual, so didn't have the impact we wanted.	We managed 1 virtual competition.	£ 258.60	Children enjoyed taking part.	To arrange a number of competitions throughout the year against other schools, supplying medal and trophies.
			Total 31638.00	Spent in academic year April20- April 21- £17033.26

Signed off by	
Head Teacher:	
Date:	19th April 2021
Subject Leader:	Headteacher
Date:	19th April 2021
Governor:	Barbara Cooper and Liz Goodfellow-Williams
Date:	23/4/2021