

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:

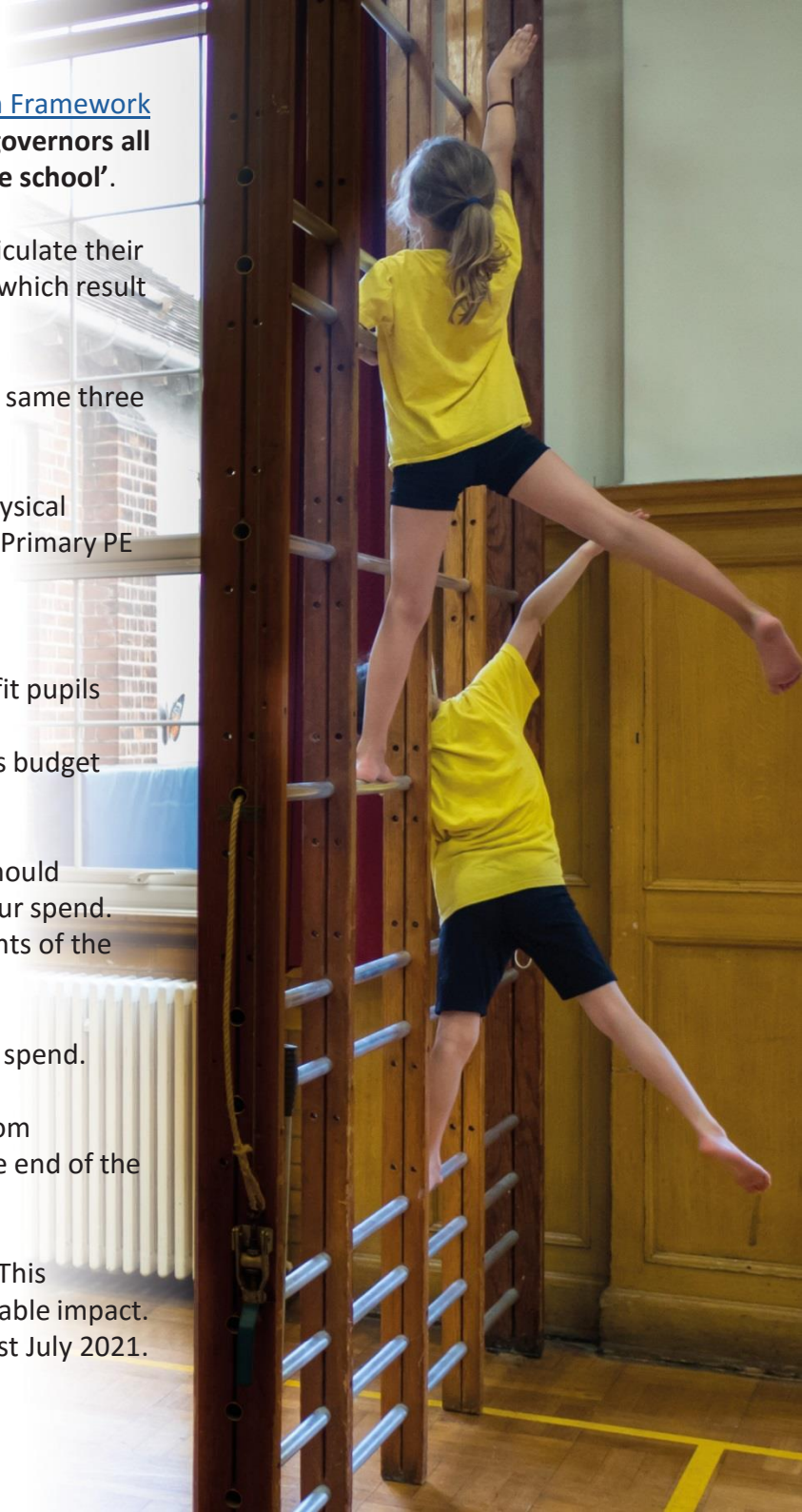
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Investment in becoming a Real Legacy school, enabling high quality PE to be taught in school whilst also enabling access to the same resources for children at home. - Gold standard school games mark carried over into 2019-20. - Introduction of non-traditional sports in PE using external coaches. - Completion of new play area to extend the playground. - PE prioritised for the children of Key Workers in school, eg. taking part in School Sports week, setting up an orienteering course on the field, regular yoga sessions. - Girls and mixed football teams competed in inter-school competitions. - Continued emphasis on enabling representation of vulnerable groups in competitions. - First inter-house cross country competition. - Celebration of sporting achievements within the school community. - Female football coach in school working in class and PE lessons for 10 weeks providing a good sporting role model. - Projector and screen purchased and ready to be fitted once COVID restrictions allow. - Whole school training in Real PE booked, postponed until COVID restrictions allow. - PE lead begun training in Real PE lead teachers programme. 	<ul style="list-style-type: none"> - Whole-school training in Real PE to update training to be relevant to the new resources. Staff working in new year groups and new member of staff. - Further investment into non-traditional sports. - New/replacement equipment needed to teach the Real PE sessions effectively. - Wider range of after school clubs to be made available.

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

Total amount carried forward from 2019/2020 **£2,409.44.....**
+ Total amount for this academic year 2020/2021 **£17,320.00.....**
= Total to be spent by 31st July 2021 **£19,729.44.....**

<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>This year, the Year 6 children have been taught water safety and dry-land self-rescue techniques by a qualified swimming coach. They have also demonstrated knowledge of swimming strokes on dry land.</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>71%</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>46%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>46%</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>	<p>No</p>

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: £19,729.44		Date Updated: 26 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: 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 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?:	
<p>A sustainable solution to increased activity throughout the school day.</p> <ul style="list-style-type: none"> • Use of coach to encourage lunchtime games • Timetabled access to different play equipment/areas over a two-week period to allow for COVID measures 		<ul style="list-style-type: none"> • In Summer 1, use of the PE coach to provide lunchtime club to a class. Provides them with ideas for games to play to encourage activity at lunchtime. • Timetable prepared to allow for equal access to field/hoops/play meadow/adventure. Week-long access allowed for quarantine of equipment each weekend. 		<p>£3182 (Sports Affiliation fees)</p> <ul style="list-style-type: none"> • Kingfishers class more engaged in whole-class games at lunchtime. • All children have had access to different areas, which has resulted in a range of different games played at breaktime. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0% (included in other KIs)
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:
Inspire and encourage pupils to participate in sports through identifying positive role models.	<ul style="list-style-type: none"> British sportsperson associated with the term's sport chosen for each term to be championed to the children. All backgrounds and abilities to be represented over the course of the year. Coaches to come back to school in Summer 1 and 2 to provide positive role models to the children. Sporting icons and events to be highlighted in collective worship to promote positive sporting behaviours represented in the cogs. 	(as part of sports affiliation)	<ul style="list-style-type: none"> Children requesting clubs in sports that they have trialled and witnessed coaches teaching. 	Continue to inspire through: <ul style="list-style-type: none"> Visiting Paralympian to conduct full day workshop. Further use of coaches, including female role models for girls' football. Increased promotion of the term's British Sporting Hero in the first assembly of term, alongside the introduction of the cog.
Emphasis on PE as part of home learning to encourage physical activity at home.	<ul style="list-style-type: none"> Two sessions of PE to be timetabled each week using the Real PE at Home resources and others such as PE with Joe or Cosmic Yoga. Children to report back to the teacher on their PE activities. 	(as part of Real Legacy)	<ul style="list-style-type: none"> Monitoring showed that most classes responded well, sending in photographs and videos of their PE sessions at home. 	<ul style="list-style-type: none"> Real Play resources/individual logins for Real PE at Home for PPG families. Re-introduce Healthy Week to encourage healthy behaviours at home. When inter-school competition restarts, continued participation, ensuring opportunities for all children as before.

Continue to raise the profile of PE in the school in line with the ethos of being a Legacy School.	<ul style="list-style-type: none"> • Priority given to PE lessons as part of Home Learning. • Training for PE lead. • Introduction of Cogs in start-of-term assembly • Revamp of PE board to emphasise Real PE affiliation 	(as part of Real Legacy)	<ul style="list-style-type: none"> • Monitoring of lessons shows that children are aware of the skills needed for their cogs. 	<ul style="list-style-type: none"> • Continued focus on cogs – look into linking to learning heroes. • Continue updating PE board.
In summer term, before-school clubs in gymnastics and street dance to recommence.	<ul style="list-style-type: none"> • Paid-for clubs recommenced in summer term in line with RA. 		<ul style="list-style-type: none"> • Importance of sport despite COVID precautions made obvious to the children. 	<ul style="list-style-type: none"> • Use carry-over money to invest in coaches to provide free after-school clubs to be available to all pupils, with priority given to vulnerable groups.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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>All teachers to:</p> <ul style="list-style-type: none"> • be confident in teaching outstanding PE lessons • demonstrate progression of skills • enjoy teaching PE <p>All pupils to:</p> <ul style="list-style-type: none"> • enjoy PE lessons • have opportunities to take part in a range of sports 	<ul style="list-style-type: none"> • New rolling programme to cover a range of different sports over a 2-year programme. • Use of coaches to support the teaching of sports and allow the teachers to observe and participate in outstanding practice. • Progression of skills available for each sport. • Whole-school training in November 2020 for Real 	Real Legacy: £3898	Monitoring shows increased confidence and skill of staff in teaching PE. All children participating and enjoying lessons.	<ul style="list-style-type: none"> • Training of new members of staff in Real PE • Whole-school training for Real Gym, Real Dance. • Increased use of coaches for sports next year allowing access for all classes.

	<p>PE.</p> <ul style="list-style-type: none"> Equipment borrowed to allow for some squash teaching in Spring 2 when no coaches were able to come into school. 			
Teachers to have access to appropriate equipment in order to teach Real PE effectively.	<ul style="list-style-type: none"> Purchase of new equipment to allow for all classes to complete the activities. Purchase of class ipads to aid teaching and assessment skills both inside and outside. Purchase of additional frequently-used equipment such as spots and cones so that equipment can be quarantined or kept for a class's sole use. 	Equipment: £191 Ipads: £1174	<ul style="list-style-type: none"> All classes able to complete the activities effectively using the new equipment. Children get more time on an activity as they are not having to share with a larger group. Teachers are able to teach some Real PE outdoors effectively using access to the ipad. Teachers are able to evidence the children's progress using videos and photographs to add to the assessment wheel. 	<ul style="list-style-type: none"> Continued roll-out and increased confidence in using the assessment wheel. Stock-take over the summer to confirm equipment and order any other equipment necessary.
Use of monitoring to evaluate impact and next steps and give co-ordinators time to plan and be involved in events such as sports day.	<ul style="list-style-type: none"> Monitoring of Home learning provision. Monitoring of class PE teaching. Sports day spread over two days run by co-ordinators. 	£1173	<ul style="list-style-type: none"> Evidence of progression observed in PE lessons. Monitoring of Home learning to show gaps and adjust accordingly. Successful COVID-friendly sports day that allowed ALL children to participate and enjoy 	<ul style="list-style-type: none"> Continued monitoring next year. Keep/extend new format for sports day even if no COVID restrictions in place.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 0% (as part of another KI)
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Intent	Implementation	Impact	
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<p>Your school focus should be clear Created by: </p>	<p>Make sure your actions to Supported by: </p>	<p>Funding Supported by:  </p>	<p>Evidence of impact: what do</p>	<p>Sustainability and suggested</p>
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what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Additional achievements: All children to have access to a wide range of traditional and non-traditional sports through the PE curriculum.</p>	<ul style="list-style-type: none"> - use external coaches to allow the pupils to have high-quality PE teaching, whilst also enabling the teachers to acquire the skills and ideas to be able to teach it on their own in the future. - borrowed squash equipment to enable some squash teaching in class during Spring 2. - Cricket and athletics coaches in school during Summer 1 and 2. 	<p>(As part of affiliation)</p>	<ul style="list-style-type: none"> - Athletics teaching enabled children to perform in sports day effectively having recently practised the skills in PE. - With access to the Chance to Shine resources and the coach, all children have followed the same cricket programme during Summer 2. 	<ul style="list-style-type: none"> - Use carried over funding to increase use of coaches next year.

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:
<p>Owing to COVID restrictions, we decided to focus our competitive sport internally this year. This also has the added bonus that ALL children are able to participate and achieve.</p> <ul style="list-style-type: none"> • Hold an inter-house competition each term. • Whole-school emphasis on a sport each term to allow competition. 	<ul style="list-style-type: none"> • PE long-term plan adjusted so that all year groups would be studying the same sport in a term. This allows for whole-school competition at the end of the unit, where all children have learnt the necessary skills. • Whole-school inter-house cross-country competition. • Revamped Sports Day to include athletics skills learnt in Summer 1. • Walkie-talkies purchased to allow for communication around the school at these events. • Stop watches purchased to allow children to practise and work towards achieving PBs. 	£245	<ul style="list-style-type: none"> • ALL children participated in and completed both inter-house events. • Year 6 children supported whilst socially distanced from younger children – teamwork skills and encouragement for all evident. • Children who did not complete or participate in last year’s cross country took part this year. Gained sense of pride in themselves. 	<ul style="list-style-type: none"> • Continued inter-house competitions next year. • Continue previous participation levels in inter-school competitions when restarted by affiliation.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	