

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
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: |
|---|--|
| <ul style="list-style-type: none"> Where intra school competitions had taken place (before covid 19) participation remained high. Lunchtime and playtime provision have increased engagement of pupils in regular activity because of improved access of equipment. Play leaders used effectively outside to ensure regularly active play & lunch times Pyramid membership enabled access to healthy days/events Regular high level attendance at after school opportunities Wide range of before and after school opportunities for encouraging a healthy & active lifestyle Project Sport After School Club provided and attended Daily mile regularly accessed to support active bodies and active minds | <ul style="list-style-type: none"> Train sports leaders (Year 5 children) to lead games during play times to support children who struggle with friendships. Also ensuring children are having an active play time. Staff questionnaire to identify areas of training need with regards to confidence in teaching the curriculum eg Gymnastics etc Ensure staff have the most up to date knowledge and training around the requirements of the curriculum. Sports coaching allocated to provide CPD for staff Development of Outdoor Curriculum and provision for this in the outdoor spaces Create active environments – good access to, and integration in the school day of, open space, forest school and playgrounds to ensure positive associations between these environments and physical activity. Ensure children have a positive relationship with sporting activities and develop the knowledge and skills for leading a healthy lifestyle. - Continue to enter Membership of pyramid sports provision Continue to offer a wide range of regular after school opportunities |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? 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: | | |
| | | | | Total Carry Over Funding: |
| | | | | £ |
| Intent | Implementation | | Impact | |
| | | | | |

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: £14, 830 (£16530 allocation - £1700 Pyramid Sports) | | 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: |
| | | | | | % |
| 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?: |
| To support and enhance the statutory requirements of the EYFS Physical Development so that all children reach their full potential towards achieving the EYFS expectations of Physical Development. | | Development of regular outdoor learning supported in EYFS | | School Budget +£155 for replenish of resources | 80% of children will achieve the EYFS Expectations in Physical Development |
| To provide and enable regular daily activity to enrich the minimum curriculum guidance so that children lead active lifestyles and meet national guidelines for health & weight developing a positive relationship with sporting activities and skills for a healthy future. | | Play leaders support children being active for 5hrs of play times weekly eg Tag running, golden mile, playground skipping. High quality provision from specialist outside providers weekly for each KS1&2 child. | | Included in Pyramid sport | No children report as being obese Playtimes are active Friendships throughout school are being supported The required amount of physical activity is completed weekly. |
| To create legacy for sports premium so that children are encouraged to maintain and keep active during playtime and a legacy is created for future years | | Audit and invest in new/replacement playground games/equipment | | £400 | Play times are active Equipment continues to be in good condition ready for next year |
| | | | | | There is a clear whole school |

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| To develop a whole school culture for a love of outdoors so that children enjoy being outside and their physical and mental wellbeing is supported through this. | Plan, develop and deliver an outdoor curriculum driven by a weekly whole school 'Forest Friday' | Purchase of Outdoor Curriculum Planning support scheme £100 | approach to valuing the outdoors that all children join in with through a weekly outdoor curriculum. | Forest Friday in place for all children weekly following outdoor learning scheme. |
| To create safe, high quality and long lasting outdoor area for daily physical activity for all children. | Remove old, unsafe trim trail and replace with an outdoor exercise area with complete balance, exercise and climbing equipment. | £12,200 | Barriers from COVID 19 do not stop children from being motivated to stay active and join in sporting challenges. | Quotes received, hold up due to permissions but work booked in for Autumn Term |
| To implement whole school sports challenges so that in the absence of a full sporting offer due to COVID children remain active and motivated. | Share regular whole school challenges, particularly at times of remote learning. | School Budget | | Forest Friday and active challenges were shared and encouraged weekly for families. |

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: |
| Use bikeability as an opportunity to raise the profile of, and promote the benefits of, cycling Proficiency so that confidence in cycling is raised supporting healthy lifestyles as children develop. | Book bikeability and balanceability sessions for relevant classes | £500 | Bikeability sessions are completed successfully | Bikeability has taken place this year and is book for next academic year. |
| Continue to track children's ability in set skill areas eg running, throwing & jumping so that children develop the skills needed to be successful in sport | Record Quadkids scores at the beginning of the school year, supported by sports partnership | Included in Pyramid sport + £375 | There is positive engagement in Quadkids and tracking shows good progress for children | Quad kids has taken place and was participated in by all children |
| Upkeep of school noticeboard to promote and celebrate sporting achievements both in and out of school | Staff time allocated for upkeep of the noticeboard information | Included in School Budget | Attendance at sporting events is good. | Sporting events limited due to Covid, but all those planned in |

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| <p>so that children are encouraged to participate in a variety of physical activities both in and out of school.</p> <p>Pupils to partake in sports competitions at local and regional level so that pupils are given the opportunity to compete against peers in a wider area.</p> <p>To provide teachers with resources to encourage physical activity across the wider curriculum areas so that movement of pupils is promoted in all subject areas.</p> | <p>Join in with intra-school sports competitions</p> <p>Purchase physical activity programme as a digital resource to share with teachers. Plan in staff training for how this can be used to support teaching.</p> | <p>Included in pyramid sports + £200</p> <p>Purchase physical activity programme £100</p> | <p>There is positive engagement in competitions</p> <p>Pupils access physical activity at regular points throughout the school day. Physical activity impacts positively on academic engagement.</p> | <p>the summer term including cross country and cycling all attended.</p> <p>As above.</p> <p>Completed</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: |
| Gather information to inform staff CPD and training so that staff have access to bespoke CPD in PE | Sports lead to conduct staff survey and organise appropriate CPD from results. | School Budget | Staff feel more confident to teach lessons in PE where they previously felt unsure. | Completed Ongoing Completed |
| To ensure staff have access to the most up to date knowledge/training so that staff are knowledgeable and sufficiently trained to meet above and beyond the basic curriculum requirements | SIO to advise on best practice re outdoor learning for all children, Generic training for staff re Forest school principles, Staff to plan for as many opportunities to take learning outside of the classroom – support from Pyramid re expert advice | MAST/School budget Sports Pyramid | Pupil's are able to use age appropriate maps to successfully engage in orienteering lessons. | |
| Develop the resources and staff training for orienteering provisions so that staff are equipped to deliver engaging outdoor and adventure lessons in orienteering. | Sports lead to plan and implement training including sharing resources. | School budget/sports pyramid | High quality orienteering lessons are provided for all children and there is positive engagement | |
| 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>Additional achievements:</p> <p>To offer a broader variety of activities for alternative sports so that children are inspired with a greater variety of opportunity to create an interest in many alternative sports</p> <p>To provide play leader training to KS2 so that KS2 will learn & develop leadership skills and KS1 will develop and maintain positives attitudes towards physical activity.</p> <p>To provide opportunity for children to take part in adventurous, outdoor activities so that children experience a wide range of challenging, physical and fun activity and develop a strong mindset and push their personal boundaries.</p> | <p>Plan drop down days, employ specialist sports coaches to deliver a variety of alternative experiences eg Yoga, engage with the full calendar of extra-curricular sporting events through Shelley pyramid membership</p> <p>Pyramid sports to provide training for children and support adults to provide training in the future</p> <p>Organise school residential Plan for cover of staff attending from school. Cover financial implications for school staff supporting the visit</p> | <p>£600</p> <p>Sports Pyramid</p> <p>£300</p> | <p>Children experience a range of wider alternative sports and activity in school</p> <p>All children will benefit from improved friendships and positive interaction.</p> <p>Children have the opportunity to experience a school residential and build physical and social and emotional skills through this</p> | <p>Sports Coaches working in school every Thursday afternoon. Extra Curricular Dance club in place. Plans for more provision during future drop down weeks.</p> <p>Play Leader Training completed.</p> <p>No residential due to covid restrictions. Day Trip arranged for Year 5 children during July.</p> |
|---|---|---|--|--|

| 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: |
| To sustain high levels of participation in sport and competitive sport in and out of school hours so that children maintain a positive attitude towards sport and physical activity and learn the values of participation, becoming good sportspeople and how to deal with both success and failure through sport. | Maintain the numbers of children attending pyramid sports events. Actively promote sporting events and events taking place outside of school. Provide varied after school sports club. Provide staff support for children attend | Included in Pyramid sport | Questionnaire showed that families and children have a positive attitude towards sport and healthy living. Attendance high for participation Attendance high for participation in after school clubs | After School Clubs building back up. Events have been restricted due to Covid prior to this. |

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| Signed off by | |
| Head Teacher: |  |
| Date: | January 2020 |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |