

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](https://www.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 now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
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• Children in KS1 have had the opportunity to take part in afterschool clubs with a qualified sports coach. • Children in Upper KS1 have had the opportunity to take part in afterschool clubs with a qualified sports coach. • Children in lower KS1 have had the opportunity to take part in afterschool clubs with a qualified sports coach. • All children in KS2 have had the opportunity to work on 'non curricular' sports at lunch time with a qualified sports coach. • NQT and Teach First Teachers have had the opportunity to develop CPD when supporting the sports coach during designated lessons. • Specialists sports coaches have delivered 'Event Mornings' where new sports have been introduced to the KS2 children. KS2 Teaching staff have been part of the CPD for the 'Event Mornings'. Sports such as Archery, Tennis and Tokyo Trail have been introduced. • Two Sports Day events have been hosted by specialist sports coaches. These are Athletics/track and a carousel of sports activities. As all staff are new to the school, this will develop CPD for all staff and subject leadership.	• Pupil Voice demonstrates the need to expand of the sports choices offered during the lunch time clubs and after school clubs. • KS1 require the opportunity for lunch time clubs. • Expand the afterschool club options offered to both KS's • Swimming will be reintroduced as soon as the local pools open up to schools. Focus will be Upper KS2 and KS1 • Staff confidence in teaching PE following CPD will be reviewed • Staff confidence in organising and hosting athletics and Carousel sports day will be reviewed.
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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.

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

+ Total amount for this academic year 2020/2021 £17410

= Total to be spent by 31st July 2021 £17410

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 which you can transfer to the pool when school swimming restarts. 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.	
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. Please see note above.	63 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
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?	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: £17410	Date Updated: 21/7/21	
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:
			20%
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: £3500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Our children know the value of a healthy and active lifestyle and that engaging in sports helps us keep our bodies and mind fit. - Our children will learn key skills and that as time progresses the key skills will be developed to enable them to engage in a sporting activity with improved accuracy and skill.	- Healthy mind and body is taught through a cross curricular links with science, PSHE and PE. - PE is taught through an inclusive curriculum, all children take part at their skill levels. - Core skills are developed. Where some skills can link across sports, children will be offered the opportunity to develop existing knowledge.		- Children show understanding of how the mind and body depend on our overall health. - Children know they can take part in a sporting activity and that we all have different levels of competency but that does not detract from enjoyment and developing skills. - Children are learning that sports skills can often connect to different sports. e.g ball accuracy can link to tennis, rounders or cricket.	- Staff to continue to link healthy body and mind through the curriculum. - Continue to develop CPD for staff to develop high quality teaching of sports skills and skills progression.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				18%
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: £3200	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- High quality teaching of sports skills with clear progression in the PE curriculum. - Range of sports and skills offered for CPD for staff.	Develop an inclusive PE curriculum with clear progression and skills development.		Children recognise the skills they have and how to make adaptations to develop these skills.	- Implement a clear PE curriculum with skills development. - CPD for all staff. - CPD for subject leader.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
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: £3300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Subject leader to have training on curriculum. - Staff have been offered CPD to observe sports coaches delivering the curriculum and 2 sports event days. - Midday and TAs have had CPD to observe the Lunch time	- Release time to observe PE coach deliver specialist lessons. - Release time and training to observe specialist sports team deliver sports day and 'event mornings' - Observation time for TA's		- Pupils have been exposed to a range of different sports. - Staff have increased confidence in delivering the PE curriculum. - Staff have experience in delivering a high quality	- Staff to be supported in delivering high quality PE lessons. - Staff to deliver high quality sports day and events mornings. - TA's and mid-day

sports coach.	and mid day supervisors.		sports day and events day. • TA's have confidence in supporting sports clubs during non-contact time.	supervisors to confidently run sports clubs during noncontact time.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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: £5640	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: - Children experience extracurricular sports which are additional to the curriculum. - Children to develop confidence in modes of sporting transport. Cycling and scootering as this is fundamental to living in Cambridge.	- All children offered the option to take part in extra curricular sports, by specialist sports providers. - Children's success shared termly during parent's evenings/awards. - Bike confidence offered to Y3, Y5 and EYFS children to develop confidence with scooters and balance bikes.		- Children to know and understand the impact of health and sports - Children know they can take part and try any sports and all sports do not require the same skills set. - Children develop road safety using modes of transport. - EYFS and KS1 develop gross motor skills using modes of transport.	- Offer this training reglurly. - Increase the level of interest by offering a variety of sports. - Bikeability offered to increased number of children – Consider loan bikes for children who do not have their own. - Balance bikes, scooters and trikes to be offered to EYFS and KS1

Signed off by	
Head Teacher:	R Ireland Curtis
Date:	21 July 2021
Subject Leader:	Saima Din

Date:	21 July 2021			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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: £1770	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
- Children take part in local competitions or challenges. - Children to develop confidence through sports achievement. ON HOLD DUE TO COVID	- Engage in inter-school challenges competitions. - Children's success shared termly during parent's evenings/awards.		- Children have the confidence to take part in competitive sports. - There is an increased level of interest to take part in competitive sports. - The profile of sport has been developed through the school and sports confidence is celebrated.	- Link with local schools to take part in competitions - PE lead to develop links with local schools and organise competitive events - Staff to share sports success with parents during parent meetings and through the school website.
Governors	LGB			
Date:	September 2021			