

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
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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:
<p>Lockdown 1 between March and June 2020 had a significant negative effect on the school's sporting activities:</p> <ul style="list-style-type: none"> No swimming lessons possible in 19-20 as swimming had been timetabled for Y4 in the summer term but pools were closed due to Covid. No children in Y4 received swimming lesson and were therefore were swimming 25m in 19-20. All inter school sport was cancelled from February 2020. UKS2 hockey team gained entry to the county finals for hockey at Bisham Abbey in March 2020 after winning several local competitions in the Autumn term 2019 but this was cancelled due to Covid Limited opportunities OAA due to lockdown and the residentials that had been booked for Y4, 5 and 6 were cancelled. Children highly engaged in specialist sports lessons and speak highly about the opportunities they receive (Pupil voice Dec 2019) A greater number of sports club were organised between September and December 2019. But clubs were cancelled from January 2020. Disadvantaged children are prioritised for clubs. All clubs are provided free of charge. PE specialist from JMA/ South Reading Sport Partnership came to provide induction on the work of the partnership to the new headteacher Some specialist sports lesson e.g. term of cricket from the English Cricket specialist were cancelled due to Covid. 	<ol style="list-style-type: none"> Swimming remains a very significant issue for the school. Swimming must take place in 20-21 if possible, Covid pending. The only year group in the school currently who have undertaken swimming are Y6 so Y5 need to be prioritised before Y4. Funding must be identified to ensure that as many children as possible are given the opportunity to swim 25m Increasing the engagement of all children in regular physical activity after Covid by: <ul style="list-style-type: none"> A range of physically active extra-curricular activities and sports clubs for all ages More structured and varied physical activities at break and lunch time for all pupils. Broaden the range of equipment for increasing physical activity within the school both in structured PE lessons, club and in breaks Target children who demonstrate disengagement in sport or physical activity or those that are reluctant to develop a healthy lifestyle Inter school sport, sports festivals and competitions must resume as soon as possible OAA to be implemented utilising the amazing school grounds linking the school value, personal skills and PE skills. Further develop the strong links with Ufton Adventure. Equipment for school sport, playground games, OAA and participating in inter school sport must be audited and replenished To develop staff CPD in PE, especially in teaching gymnastics, OAA and dance

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

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

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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:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £0
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

<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.</p>	<p>Swimming lesson did not take place in 19-20 due to Covid Lockdown restrictions. Previously all pupils receive a 10-week swimming programme in Year 4.</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>Approximately 45% but they were assessed in 18-19 when they were in Y4 by staff that no longer work at the school.</p> <p>Not assessed in 19-20 due to Covid Lockdown restrictions. Previously all children received a 10-week swimming programme in Year 4.</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>Approximately 35% but they were assessed in 18-19 when they were in Y4 by staff that no longer work at the school.</p> <p>Not assessed in 19-20 due to Covid Lockdown restrictions. Previously all children received a 10 week swimming programme in Year 4.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Approximately 30% but they were assessed in 18-19 when they were in Y4 by staff that no longer work at the school.</p> <p>Not assessed in 19-20 due to Covid Lockdown restrictions. Previously all children received a 10 week swimming programme in Year 4</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: £18,520		Date Updated: March 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: 48% (£7020 staffing and £2000 on non staffing)
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:
Increase overall participation rates and school provision for after school clubs for KS1 and KS2 children	<p>Ensure the enhancement and extension of our curriculum provision offers a range of activities for all children (inclusive of their needs).</p> <p>Designated member of staff (with achieved coaching qualification) to support and lead external sports provision across the school. Inclusion- key focus- PP children, less active and more able.</p> <p>Activity leaders leading playtime and lunchtime activities (Year 5 and 6 children to take lead after training).</p> <p>Specialist (martial arts, street hockey, gymnastics, rock climbing) and school staff running after school clubs (football coach</p> <p>Initiate Sport leaders in UKS2 to lead playground sporting and physical activities.</p>		<p>Specialist member of staff to lead and manage lunch times and after school sport provision (£7020)</p> <p>Introduce new sports to different groups of children to motivate and dispel stereotypes e.g. Frisbee, cycling</p> <p>Frisbees</p> <p>Cycling helmets</p>	<p>Enhanced, inclusive and bespoke curriculum provision that all children can enjoy and achieve in.</p> <p>Positive attitudes to health and well-being due to a tailored provision.</p> <p>Improved behaviour and attendance of targeted pupils.</p> <p>Improved pupil attitudes to PE</p> <p>70% of children to be involved in at least 1 sporting-based club in the academic year.</p> <p>60% of PP children to attend a sporting-based club during the academic year.</p> <p>Highly able taking part in clubs with specialised coaches to develop specialist skills.</p> <p>Develop leadership skills for pupils in year 5 and 6 children – year 6 children to then train year 4 pupils in preparation for the forthcoming year – sports leaders.</p> <p>More varied club options for children</p>	<p>Make links with local community-based sport clubs.</p> <p>Engage with sports providers in the community to run after hours and weekend activities in the school community.</p>


			<p>Increased less-active children taking part in clubs due to targeted intervention (50%).</p> <p>Pupil voice feedback (sports ambassadors) shows that children are pleased with the increased club option</p> <p>Improved pupil attitudes to PE</p> <p>70% of children to be involved in at least 1 sporting-based club in the academic year.</p> <p>70% of children to be involved in at least 1 sporting-based club in the academic year.</p> <p>60% of PP children to attend a sporting-based club during the academic year.</p> <p>Highly able taking part in clubs with specialised coaches to develop specialist skills.</p>	
<p>To encourage children to be more active at break and lunch time. Train staff to lead playground games and use equipment more proactively.</p> <p>Broaden the range of equipment the children can use at break and lunch time.</p>		<p>Replenish play ground equipment £1000 to include ropes, hoops, balancing games, target games, table tennis, co-ordination games,</p>	<p>Increased pupil participation in sports related activities and clubs as they are catered to what they would like to take part in.</p>	<p>Survey children before and after new equipment is purchased to ascertain interest and determine impact.</p>
<p>To ensure that physical activities are increased in EYFS and focus on developing better gross and fine motor skills and increase cardio activity.</p>	<p>Auditing EYFS resources to support physical development of 3–5-year-olds.</p> <p>CPD for all EYFS staff in making the best learning opportunities which PE equipment</p> <p>Introduce sports lessons taught by the school's PE specialist coach.</p>	<p>Funding allocation of £1000 to include the purchase of:</p> <p>4 balance bikes</p> <p>2 advanced scooters</p> <p>6 butterfly scooters and storage</p>	<p>Improved take up of physical activities by EYFS pupils, particularly girls.</p> <p>90% children to be able to scoot and ride the balance bikes unaided and with confidence by June 2021</p>	<p>Monitor use of equipment purchased on the impact of the quality of learning (and teaching) of Physical Education in EYFS</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5.4% (£1000)
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 increase the profile of PE throughout the school and therefore engagement of pupils	<p>School / Subject Action Plans / minutes from PE coordinators meetings within Federation and cluster.</p> <p>School noticeboard – club data/ photos/ match reports etc raise profile within the school and with parents.</p> <p>Photos of evidence of activities attended and register of children.</p> <p>Meetings within school – staff meetings, PE meetings with support teacher Charlie Clarke.</p> <p>Sports week focused on Olympics.</p>	Sport Week £1000	<p>Children given additional sports opportunities during Sports Week run by Premier sports</p> <p>Enhanced quality of provision for children especially target groups.</p> <p>Increased pupil participation in competitive activities – they will be inspired into competition and commitment through enhanced provision.</p> <p>Increased pupil awareness of opportunities available in the community</p>	Children choosing to sustain their interest by joining out of school sporting provision.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5.4% (£1000)
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>Develop staff CPD</p> <p>Curricular and extra-curricular plans – review termly for coverage and impact on children</p> <p>Observations – video evidence</p> <p>Staff meetings – PE curriculum, Archery etc</p> <p>Development of teachers across the school</p>	<p>Staff to attend courses</p> <p>All teaching staff to receive opportunities to attend CPD</p> <p>Use of specialist coaches for staff CPD</p> <p>Video evidence with children's comments using Ipad.</p> <p>Long term plan to be followed by staff for coverage of sports.</p> <p>Staff meeting CPD on PE.</p>	<p>CPD £1000</p> <p>Dance</p> <p>Gym</p> <p>OAA</p>	<p>Improved quality of teaching and learning – staff are more confident and competent.</p> <p>Offering alternative provision will engage or re-engaged disaffected pupils and therefore increase pupil participation – concentration and engagement levels will be increased.</p> <p>Enhanced quality of delivery of activities.</p> <p>Positive attitudes to health and well-being.</p> <p>Long term planning will ensure the progression of skills and varied sports.</p>	<p>Staff to report back during staff meetings any activities that have been very successful to improve the quality of the overall PE provision.</p> <p>(Currently postponed due to Covid)</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 32% (£6000)
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>New sports e.g. cricket and rounders</p> <p>Broader range of athletics</p> <p>Cycling</p> <p>To develop outdoor and adventurous sports provision for all children.</p> <p>Increased confidence of children after Ufton Court OAA sessions</p>	<p>Assessment against curriculum strands.</p> <p>Pupil voice – which outdoor/ adventurous sports would like to take part in.</p> <p>Children interviews – before and after provision.</p> <p>Curricular and extra-curricular plans – review termly for coverage and impact on children</p> <p>Website updates.</p>	<p>Funding allocated:</p> <p>Bikeability and helmets £500</p> <p>Games £3000</p> <p>Cricket and rounders kits</p> <p>Replenish athletics equipment</p> <p>OAA 2500</p>	<p>Extended provision in a range of outdoor and adventurous activities</p> <p>Improved positive attitudes to health and well-being</p> <p>Children to take part in different outdoor and adventure experiences</p>	<p>Continual CPD on techniques to improve physical well-being and strength.</p> <p>Follow up the most popular sessions to see if longer-term clubs are viable</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:
<p>Increase amount of competitions children take part in within the regional, LA and intra competitions</p> <p>Increase the amount of competitions children take part within LEA.</p> <p>Organise and set up at least 6 intra tournaments with sports ambassadors help (one in every term for Y1 to Y6). Some may be virtual due to restrictions.</p> <p>Ensure the enhancement and extension of our curriculum provision to provide a wide range of different activities and opportunities for children.</p> <p>Inclusion of all children – a register will be kept (especially on vulnerable groups).</p> <p>Improve links with other schools in the federation - network/organise fixtures/shared resources.</p> <p>Set up and continue to update sports noticeboard showing competitions so all staff, parents and children are aware.</p> <p>Partnerships and links with clubs/ schools – in particular the WHF schools.</p> <p>Celebrate success of competitions on website and noticeboard with sports leaders writing</p>	<p>Providing high quality professional learning for adults supporting learning to run sports teams, after school clubs and intra-school opportunities.</p> <p>Provide pupils, who are gifted and talented in sport with expert, intensive coaching and support.</p> <p>Employing expert advice to evaluate strengths and weaknesses and implement plans for improvement (Ridgeway School).</p> <p>Paying external sports coaches to run competitions, or to increase pupils.</p>	<p>Match kits for girls</p> <p>Match kit for boys</p> <p>Football boots 200</p> <p>Match Transport</p>	<p>Increased pupil participation in outside activities/ experiences in enhanced, extended, inclusive extra-curricular provision.</p> <p>More confident and competent staff through training and support so that they can provide enhanced quality of delivery of activities.</p> <p>Positive attitudes to health and well-being by pupil and staff</p> <p>Improved pupil attitudes to PE and sports through a bespoke curriculum and activities.</p> <p>Increased school-community and school to school links</p> <p>Extended provision – increased range of activities for children to take part in.</p> <p>Increased staffing capacity</p> <p>Increased participation in competitions. All children to take</p>	<p>Use the attendance of after school clubs and improved PE provision to create specific clubs linked to events and organise a coach to accompany the pupils.</p>

Signed off by	
Head Teacher:	Alexandra Butler

Date:	20/9/20 (Post Lockdown 3 revision March 2021)
Subject Leader:	Charlie Clark supported by Liam Mc Wade
Date:	20/9/20 (Post Lockdown 3 revision March 2021)