

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 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Huge increase in the variety of P.E. being offered to children. • New equipment and use of new AstroTurf has ensured that each unit of work we teach is appropriately stocked. • Parents of children are becoming engaged in exercise through 'Brexercise,' where parents come in and take part in a workout with our sports coach and Headteacher. • Staff far more confident in the teaching of P.E. and using our online assessment tool for it. • Support staff have received training on how to support the P.E. coach in lessons. • External learning review rated our P.E. lessons as 'Good.' • Children took part in a borough wide celebration of dance remotely and showcased skills learnt in a workshop. Progress in this area was outstanding. 	<ul style="list-style-type: none"> • Competitive sport – once COVID restrictions are lifted this should be simple enough to organise. This will drive our children's progress. • Staff being exposed to an even wider P.E. curriculum so they are confident teaching P.E. at differing levels of age, making them a stronger teacher in the process. • Support staff to receive more training to support in P.E. lessons. • Once COVID restrictions are lifted, having groups in to perform and inspire our children in a range of physical fields.

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

NO.

Total amount carried forward from 2019/2020	£0
+ Total amount for this academic year 2020/2021	£19,310
= Total to be spent by 31st July 2021	£19,310

<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>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>	87%
<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>	81%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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>	No

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: £	Date Updated:		
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:	
			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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>1) Training staff to deliver high quality P.E. lessons through the official scheme.</p> <p>Training staff to deliver the daily mile to get more children motivated and active to complete physical activity.</p> <p>2) Update to the astro turf with athletic track and jump (long and triple) sprayed on.</p>	<p>1) When in school children receive high quality P.E. lessons through their class teacher. Class teachers are now far more confident in delivering their own units of work, from EYFS-Year 6. An example of this was the Year 6 staff teaching Dance (with Brazil as their topic), culminating in both classes performing this to various year groups. The training that staff have received has had a huge impact on the confidence (through surveys) of staff to teach high quality P.E. lessons – the children</p>	<p>£2250</p> <p>£1460</p>	<p>1) In child and teacher surveys both are really glowing and positive about the CPD that has been offered to them. Staff feel empowered and children feel enabled. This has changed a lot.</p> <p>2) More children are showing a larger interest in Athletics in P.E. and children are improving in lessons, making quicker progress than before.</p>	<p>1) Staff to observe each other teach when COVID bubbles allow. Children to be taught by other staff who have specialisms in other P.E. subjects. Again, COVID restrictions dependent.</p> <p>2) Hold sports days and intra-class competitions.</p>

	<p>have really benefited.</p> <p>The daily mile is now embedded in our school with multiple year groups in KS2 taking part. This has motivated children who wouldn't usually exercise to do so. We plan to roll this out across the whole school so that we can see the effect it has on health and morale.</p> <p>2) Making sure that the children are using this during their break and lunch time has been simple from a monitoring POV. Children have been using this excellently and have been getting more exercise because of it.</p>			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	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>1) Brexercise. Getting parents on site to start the day with a workout led by school staff.</p> <p>2) Change 4 Life training to all staff to educate them on the benefits of promoting a healthy lifestyle at all times, in school and out. Incorporating</p>	<p>1) Getting parents on site to start the day with a workout. Forging links with families. Vast range of new, varied equipment, speaker and sports coach time.</p> <p>2) Staff to be able to implement this training</p>	<p>£2100</p> <p>£1000</p>	<p>1) Community engagement has rocketed with parents really enjoying the opportunity to come into school and build relationships with staff. This in turn has really helped energise and</p>	<p>1) Roll this idea out across a cluster of schools to assess impact.</p> <p>2) Staff to impart knowledge across the school with their speciality sport in mind.</p>

this into P.E. lessons.	when they can mix bubbles again.		galvanise our children in their P.E. lessons as they know Mr. Russell wants to make their families more active as well as them! 2) Impact to be assessed once training can be put into place.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
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>1) Training staff to deliver high quality P.E. lessons through the official scheme.</p> <p>Training staff to deliver the daily mile to get more children motivated and active to complete physical activity.</p> <p>2) Change 4 Life training to all staff to educate them on the benefits of promoting a healthy lifestyle at all times, in school and out. Incorporating this into P.E. lessons.</p>	<p>1) When in school children receive high quality P.E. lessons through their class teacher. Class teachers are now far more confident in delivering their own units of work, from EYFS-Year 6. An example of this was the Year 6 staff teaching Dance (with Brazil as their topic), culminating in both classes performing this to various year groups.</p> <p>2) Staff to be able to</p>	<p>£2250.</p> <p>Accounted for above.</p>	<p>1) The training that staff have received has had a huge impact on the confidence (through surveys) of staff to teach high quality P.E. lessons – the children have really benefited.</p> <p>The daily mile is now embedded in our school with multiple year groups in KS2 taking part. This has motivated children who wouldn't usually exercise to do so. We plan to roll this out across the whole school so that we can see the effect is has on health and morale.</p>	<p>1) Staff to observe each other teach when COVID bubbles allow. Children to be taught by other staff who have specialisms in other P.E. subjects. Again, COVID restrictions dependent.</p> <p>2) Staff to impart knowledge across the school with their speciality sport in mind.</p> <p>3) P.E. curriculum to get even wider and more ambitious.</p>

3) CPD for sports coach and teachers through the LBBB scheme.	<p>implement this training when they can mix bubbles again.</p> <p>3) Sports coach given adequate time to develop his skills so his offer to the school and its pupils is better.</p>	£2500.	<p>2 - Impact to be assessed once training can be put into place.</p> <p>3) New P.E. scheme up and running with Mr. Russell getting specialist training to teach outstanding P.E. lessons every time. The children are receiving an outstanding level of P.E. lesson every day and this has had a direct impact on the amount of children taking part in clubs and, when possible, representing the school. We have also increased our number of children in KS1 who are seeking clubs outside of school due to the enthusiastic nature of their P.E. units and scheme of work.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				27%
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:

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
Not possible due to COVID to have external sport. 1) Regular house system and intra-school tournaments to take place in Summer – vast range of equipment purchased.	1) Children are able to compete against each other in a range of sports inside and outside, particularly in the summer.	£2500	1) Children's competitive nature has been grasped and developed. Really pleasing to see that children's abilities in their preferred sports are staying strong, along with their sportsmanship and values.	1) When COVID restrictions end, get this idea rolled out across the whole school so that year groups can face similar year groups.

Signed off by	
Head Teacher:	Clare Scott
Date:	6/7/2021
Subject Leader:	Calum Howard
Date:	6/7/2021
Governor:	
Date:	6/7/2021