

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:

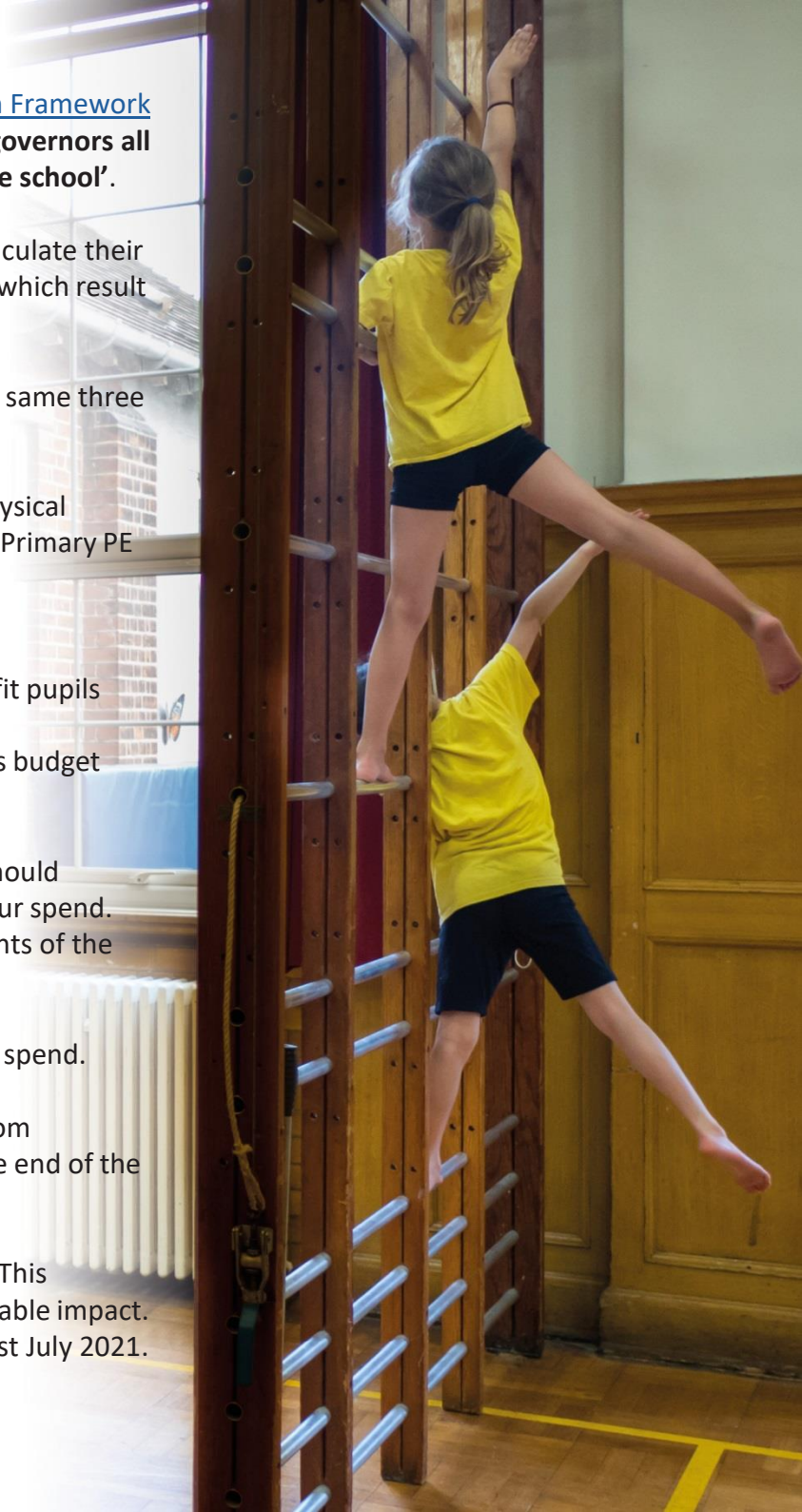
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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.

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"> • Adapting to Covid 19 lockdown learning, providing virtual lessons via Zoom to the whole school. Students actively engaging in Fitness and Dance Zoom sessions. • Developed IT systems in the sports hall and dining hall including Apple TV to increase learning opportunities • Finalising and sharing the swimming assessment form across the school and starting to pilot it out to individual classes • Increase in CPD opportunities for whole school staff including Archery, Tag Rugby, Athletics and Yoga. • Successfully trained 3 Forest School leads – rolling out forest school across the whole school. • Funded a Forest School leader to work 4days a week from the forest school site – running daily lessons for a range of students across the whole school with the potential to run the John Muir Award in the future. • Linked up with Canterbury Academy and utilising two forest school sites at the Ross Woods Scout Site. • 1 member of staff completed their Climbing Wall Award increasing climbing wall opportunities. 	<p>Rebound Therapy Trainers across the whole school to embed the programme to every class and pupil with profound and multiple learning difficulties.</p> <p>Develop and enhance Covid Virtual learning opportunities for all Train members of staff within Canoeing to utilise the school's canoes and increase outdoor opportunities for students.</p> <ul style="list-style-type: none"> ○ Embedding Forest School for all students, ensuring all students have the opportunities to learn in the outdoor woodland facilities at Ross Woods. <p>Increase teacher's confidence when teaching PE through training and planning meetings.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

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

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><i>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.</i></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><i>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.</i></p> <p>Please see note above.</p>	<p>16%</p> <p>4/25</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>16%</p> <p>4/25</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>4%</p> <p>1/25</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>Yes/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: £16,967		Date Updated: 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:
					29.47%
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 be completed March '22	Sustainability and suggested next steps: To be completed March '22
<ul style="list-style-type: none"> Staff have been trained in a range of different sports to enhance student's opportunities to participate in a range of sports including Archery, Tag Rugby, Handball and Rebound Therapy. Staff to take all students to go on a daily mile activity daily in the local community or on the playground with their peers to enable a healthier and fitter lifestyle for all. Staff to use a range of different equipment to differentiate lessons in order to meet the needs of all learners within the different PE activities. 	<ul style="list-style-type: none"> Develop the knowledge and confidence of all staff in a range of sports by completing training courses at different venues. Identify staff that are keen to complete training and teach the students weekly. Timetable staff to teach a range of different student across the term to give students a wide range of activities. Give teachers / staff the appropriate resources, risk assessments and routes in order to complete a daily mile of exercise. Purchase equipment to aid staff to lead differentiated and engaging lessons. 		12 x £200 (cover) = £2400 1 x £300 (cover) = £300 Purchasing of new sports equipment = £2300 <u>£5000</u>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16.5%
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:
<ul style="list-style-type: none"> Develop showcase events demonstrating to parents/careers their child's ability and success in PE. Share the learning of this initiative with all foundation curriculum leaders and teams to enhance their pupils' participation in PE. By enabling Primary staff to be aware of PESSPA their cross-curricular lessons will now include a focus on fitness and sports participation as a motivation for positive educational and health outcomes for all pupils in KS1 and KS2. 	<ul style="list-style-type: none"> 5 days of staff cover to release PE co-ordinator to visit and liaise with local special schools graded outstanding as to analyse their recording systems. 2 days of staff cover to release the PE co-ordinator to produce a programme of activities for subject leaders. Staff & curriculum meeting time 	7 x £400 (cover) = £2800 <u>£2800</u> <i>All other funding is within existing meeting budgets / staff responsibilities.</i>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33.47%
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:
<ul style="list-style-type: none"> Staff training Archery, Rugby, Youth Sport Trust, Handball and Rebound Therapy to lead and accredit student achievements. Provide a positive wellbeing environment for all KS1 and KS2 students to explore and improve their core PE skills. Train four staff in specific OAA First Aid suitable for activities such as Forest School. Deliver Forest school/OAA opportunities for problem solving & team building – expand provision to KS1 & 2 pupils To enable the creation of a PE and Sports curriculum team with coaching qualified staff who can model their knowledge, skills and understanding to class-based peers improving class PE activities. 	<ul style="list-style-type: none"> To fund the training development for 4-5 teachers / HLTA's to develop in a range of different sports and feel confident when leading PE, including development of the Winstrada assessment framework specific to students suitable for Rebound Therapy. To fund primary specific coaching and teaching from school staff (and provide class cover to release) to enhance curriculum opportunities in Forest School and OAA. To fund primary specific coaching and teaching from school staff (and provide class cover) to enhance curriculum opportunities for 1 HLTA & 1 TA to teach on the PE timetable for athletics 	Archery x 3 @ £540. First Aid x 4 @ £600. Child Protection training @ £150 Rugby x 2 @ £40 Forest School / OAA training 2 x £1000 = £2000 TA/HLTA Class cover (3 hours each week) $9.72 \times 3 \times 38 =$ £1108.08 $10.88 \times 3 \times 38 =$ $1240.32 =$ £2348.40 <u>£5,678.40</u>		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12.25%
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>Additional achievements:</p> <ul style="list-style-type: none"> To enhance teachers knowledge of multi-skills, giving them a range of useful ideas within a range of games to stretch all learners. Differentiation opportunities for student Progression opportunities within sports Skills progression, to enhance performance How to engage learners within the lessons, ensuring fun and motivating games. To train teachers in a variety of different sports and ensure teachers observe one another to develop teaching ideas to use within lessons. Gain ideas to motivate and engage learners Find out uses for different types of equipment and how the activities can be modified. 	<ul style="list-style-type: none"> To run a course in Multi-skills within the sports hall, using a range of equipment from the PE store, ensuring staff are aware how to use the equipment and any differentiation opportunities. To ensure relevant staff within a range of classes are invited to attend the course. To find and book staff on relevant training to enhance CPD opportunities. To ensure staff have the time to attend the courses and lead the activities within the PE curriculum. 	<p>Teacher cover to run Multi-skills course.</p> <p>6hours - Teacher $£34.00 \times 6 =$ $£204.$</p> <p>6hours TA cover $£9.72 \times 6 \times 10 =$ $£583.20$</p> <p>Teacher cover for observations – 1 per term. $£34.00 \times 1 \times 38 =$ $£1292.00$</p> <p>£2,079.20</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8.31%
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:
<ul style="list-style-type: none"> To engage with SEN alliance (CLASS) participating in a range of Sporting Fixtures against other PSCN schools. To increase engagement in competitive sports for staff and teachers across the school. To increase partnerships with local community clubs to encourage students to participate in outdoor clubs and sports teams. To encourage all students to participate in Sports Day races and inter-school competitions. 	<ul style="list-style-type: none"> To employ someone (Sports Development Officer) to organise and email relevant schools regarding sports competitions, attend sports competitions and host a competition or event at school. To run clubs to encourage students to develop skills within different sports they will be competing within. To contact a range of different clubs within the community to encourage extra-curricular club opportunities. Purchase Sports Day equipment that is differentiated for all learners. 	<p>Sports Development Officer 3 hours per week (3 hours each week)</p> $9.72 \times 3 \times 38 =$ $\pounds 1108.08 =$ £1108.08 <p>Cost of printing leaflets to send to all parents. $\pounds 0.08 \times 75 =$ $\pounds 5.76$</p> <p>Cost of buying sports equipment = $\pounds 295.56$</p> <p>£1,409.40</p>		

Signed off by			
Head Teacher:		Date:	
Subject Leader:	Matt Harris / Simon Bryant	Date:	
Governor:		Date:	