

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:

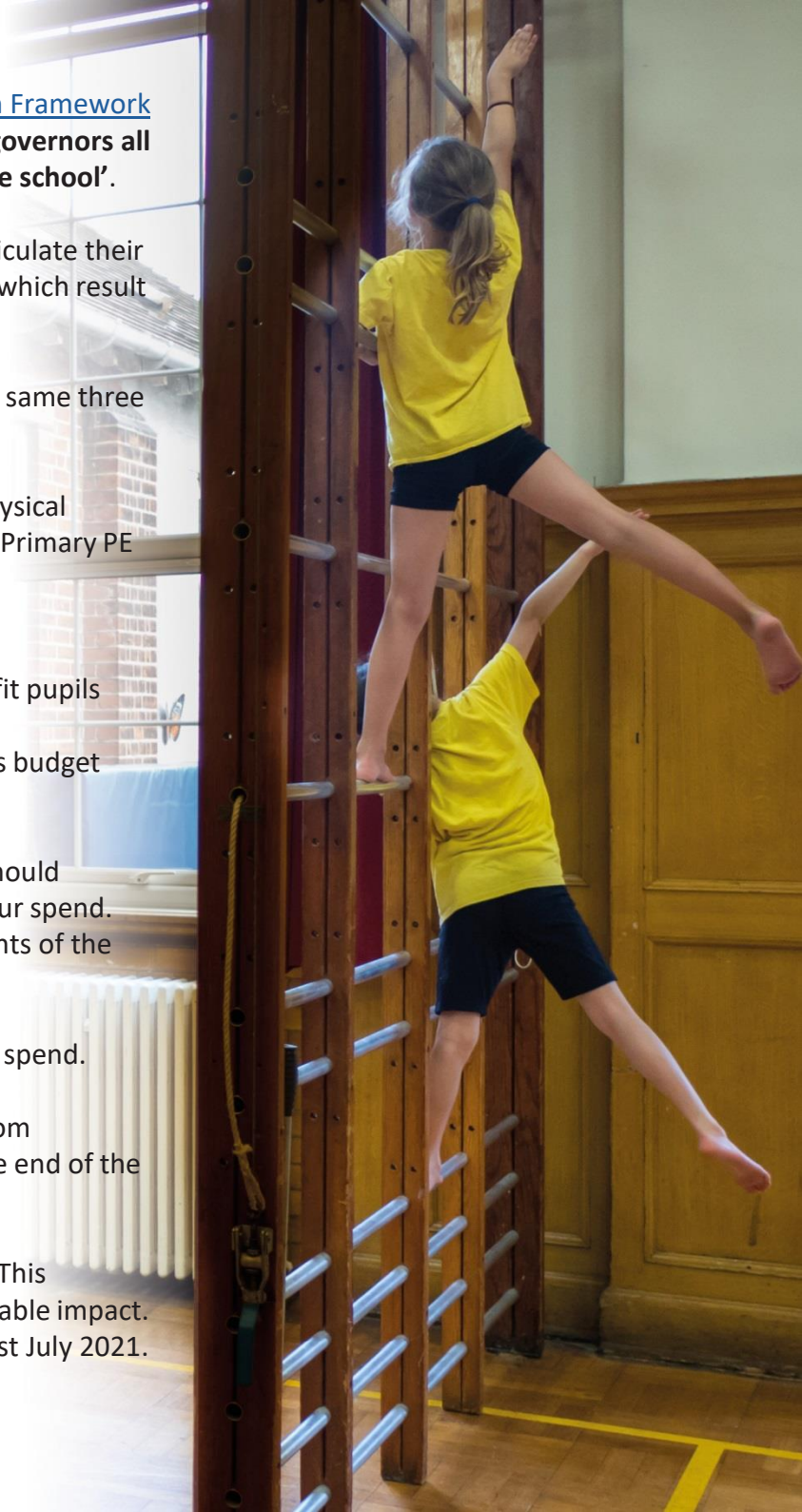
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

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>Introduced a new sport to school (Tchoukball)</p> <p>Represented South Warwickshire in five virtual school games competitions:</p> <ul style="list-style-type: none"> • Year 5 and 6 cross country • Year 6 cross country team • Year 3 cross country team • KS1 Speed stacking • Year 3/4 Speed stacking <p>Participated in the Travel to Tokyo with all classes taking part in challenges at home</p> <p>Daily challenges were set for children to take part in during the third lockdown</p> <p>Summer holidays sports club starting in August</p> <p>New sports kit for all staff which is worn for every PE lesson</p> <p>Baseline assessment for children after the return from Lockdown three, where over 80% of children completed the assessment</p> <p>Raised £1588.88, taking part in a sports for schools fundraiser.</p> <p>Questions and answer sessions with former Olympian Joe Roebuck and Paralympian Danielle Brown</p>	<p>New sports focused before school club to start in September</p> <p>Table tennis will be introduced to the schools lessons and new sports before and after school club</p> <p>New sporting values certificate system using the Premier league primary stars model</p> <p>Purchase new equipment to introduce new sports to the school (Badminton and Archery)</p>

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

Total amount carried forward from 2019/2020 £ 2496
+ Total amount for this academic year 2020/2021 £ 17760
= Total to be spent by 31st July 2021 £ 20256

<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>Our school haven't been swimming this academic year due to covid restrictions</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>	<p>75%</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>80%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>75%</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: £ 20256		Date Updated: 31 st 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:
					12%
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?:	
<p>Keeping children active throughout the third lockdown</p> <p>All pupils to take part in 15 minutes of additional activity every day in addition to PE lessons.</p> <p>Introduced summer club to KS2 children</p>	<p>Daily challenges were set for every class to keep the children active at home(daily 60 second challenges, Daily zumba/just dance, extra challenges for children to take part in at home)</p> <p>Sports lead to do sporting activities during breakfast club</p> <p>Extracurricular clubs were available every day, keeping within Covid regulations</p> <p>Children from KS2 were able to access a summer sports club to partake in sports throughout the summer holidays.</p>		£2106	<p>Children completed daily challenges to keep active whilst being at home during the third lockdown</p> <p>Baseline assessment for fitness was taking after the children returned in March. More than 80% of the children were able to complete the baseline assessment</p> <p>Children were able to stay active through taking part in the summer club. Sports included Football, Netball, Tag Rugby, Rounders, Cricket, OAA, Athletics, Gymnastics, Tri-golf.</p>	
					Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				0%
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?:
Recognising sporting achievements made in school and out of school	<p>Achievements highlighted and celebrated in assembly and certificates and medals/trophies given. (Also, match results and significant achievements during lessons are highlighted.)</p> <p>School twitter and Facebook pages created to celebrate children's achievements in sport</p> <p>Weekly achievements celebrated in schools newsletter</p> <p>Children competed in a weekly class competition using travel to Tokyo and results were published in weekly assemblies/websites posts(during the lockdown)</p>			<p>Children's achievements in school were celebrated through weekly assemblies.(Travel to Tokyo)</p> <p>Facebook and twitter pages raised the schools sporting profile with enabling people out of school to see what Tanworth in Arden are doing in sport.</p> <p>Children were able to keep up with the weekly scores of the Travel to Tokyo competition through the schools newsletter and website</p>
Displaying trophies and medals that are won through school competitions	Display cabinet in the school entrance to showcase what the children have won throughout the year			New sporting values certificate system using the Premier league primary stars model

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				72%
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:
Improving resources available for staff to use	Purchasing new equipment to enable staff to deliver sports around the school: Continue using "The PE hub" as our scheme of work for curriculum lessons. Athletic hurdles New Gymnastics mats Stop Watches Netball nets New high jumps posts and child friendly pole Bean Bags Whistles Tchoukball set Tennis balls, football and netballs	£455 £150 £520 £73.40 £8.24 £81 £44 £36.59 £290 £168.45	Children have access to broad range of sporting equipment to enhance their experience of each sport. Children were able to take part in a new sport (Tchoukball)	Send staff on more courses that include a PE element to maintain confidence and knowledge throughout all sport Purchase new equipment to introduce new sports to the school (Badminton and Archery)

Provide staff/TA with professional development, mentoring, training and resources to help them teach PE and sport more effectively.	Sports kit for the schools ARK club	£173	All staff have improved subject knowledge and confidence. Pupils are more active in PE lessons through strategies such as dynamic workouts and other examples of good practice being shared. Better subject knowledge/ increased confidence has encouraged staff to take a more active role in curricular lessons.	
	Ground Maintenance for the high jump and long jump pits	£1240		
	Specialist sports coach employed to work with all staff and TAs in lessons and clubs.	£12,057.32		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: Continue to offer a wide range of activities both within and outside the curriculum in order to maintain/increase pupils' involvement	After school and lunchtime clubs available throughout the year in Netball, Football, Tag-Rugby, Zumba, Dance, Athletics, Cricket, Rounder's, Tennis, Boccia, Tri-golf and Hockey. (provided by PE specialists, Staff and outside agencies)	£2808	Children have continued expose to sports in a competitive environment. Children can experience new sports that have been introduced to the school(Tchoukball and Tri- golf)	Introduce Badminton and Archery to school clubs and curriculum to improve the range of sports the children are expose to
Offer a broader understanding of sporting values	The whole school took part in a no room for racism competition from the	£45	Every child produced a poster raising the awareness for allyship in sport. All children learnt about racism in sport and what we can all do to help kick	Enter more competitions to explore sporting values in sport and to make sure children are

Taking part in school fundraiser	<p>premier league</p> <p>The whole school took part in a sporting fundraiser with sport for schools. This was led by former Olympian Joe Roebuck and Paralympian Danielle Brown</p>		<p>racism out of sport,</p> <p>Children Raised £1588.88 for new school equipment and were able to partake in a question and answer session with both athletes to find about their experiences and how they got to the elite level</p>	<p>aware of the currents affairs that are happening in sport</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Creating a competitive atmosphere around the school through inter and intra school competitions	<p>Took part in school games' virtual competitions throughout the year (Autumn and Spring competitions)</p> <p>Took part in the travel to Tokyo scheme</p>		<p>Represented South Warwickshire in five virtual school games spring competitions:</p> <ul style="list-style-type: none"> • Year 5 and 6 cross country • Year 6 cross country team • Year 3 cross country team • KS1 Speed stacking • Year 3/4 Speed stacking <p>Children competed against every class to participate in the most activities at home. The class with the most weekly wins, earned a sporting class prize.</p>	Create a termly Henley cluster competition to increase participation in competitive sport

Signed off by	
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Date:	31 st July 2021
Subject Leader:	Kyle Nicholls
Date:	31 st July 2021
Governor:	Denis Kynaston

Date:	
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