

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

July 2021 Review

**The Palmer  
Academy  
2020-2021**

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
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](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 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 **31<sup>st</sup> 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](#).

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• The school has an established PE department which was set up in 2014-15. The department comprises of a PE teacher and a PE Teaching Assistant.</li> <li>• Each year group from Reception to Year 6 receives 2 hours and 30 minutes of PE per week. This exceeds the DfE recommended guidance of 1 hour and 30 minutes per week.</li> <li>• Each child is taught a structured PE curriculum from Reception to Year 6; the skills and knowledge are built on every year. The activities taught every year are gymnastics, athletics (includes indoor athletics), games (tag rugby, football, hockey, basketball, netball, tennis, cricket, rounders), dance and OAA. The school has amassed specific equipment to suit all ages to affectively teach the curriculum.</li> <li>• The school was awarded the Silver School Games Mark in 2016/17 and the Gold School Games Mark in 2017/18 and 2018/19. In addition, the school was also awarded the Youth Sports Trust Silver Award for 2018-20.</li> <li>• All children from Reception to Year 6 will have the opportunity to compete in a minimum of 6 intra house competitions during an academic year.</li> <li>• The school regularly participates in level 2 inter competitions and has built up a reputation for being competitive, fair and successful. This has led to the school competing in various level 3 competitions; whether that is representing Reading in the School Games or competing in county-based sporting events.</li> <li>• The school has participated in the Reading School Sports Partnership since its inception in 2017. This has provided further inter school competitive and participation opportunities for the whole school.</li> <li>• Extracurricular clubs are extremely popular and are free of charge.</li> <li>• Since 2017, children's aspirations have been raised through Olympic athlete visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PE CPD opportunities for teaching staff to develop their confidence in teaching PE.</li> <li>• Make better use of the school website to promote the PE department and the achievements of the children.</li> <li>• Improve the assessment of PE so it is in line with other subject's assessment systems.</li> <li>• Ensure the TPA PE guidance is complete so that it outlines what the PE curriculum looks like and how it meets the requirement of the PE National Curriculum.</li> <li>• Support children with any gaps in their learning that may have been missed during the national lockdown period.</li> </ul>

## Swimming 2020-21 (June-July 2021)

At the Palmer Academy, Year 4 children have the opportunity to attend swimming lessons during the Spring Term. The children have 10 hour-long lessons and are taught by three qualified swimming instructors and the PE staff.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	8.85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	8.85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	3.54%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

**Note:** the school are planning to offer swimming to this same cohort in Year 6 because of the exceptionally low proficiency level.

## 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.

Below is a RAG rated version of the Sports Premium document. Many of the actions that have not been completed or are partially completed are due to the restrictions of the COVID pandemic and PE delivery within the school.

Academic Year: 2020/21	Total fund allocated: £19,240	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve the quality of physical activity during break and lunch times	<ul style="list-style-type: none"><li>Allocate each year group bubble with playground equipment, ensuring it is appropriate for their specific age.</li><li>Purchase new playground equipment if need.</li><li>Develop existing Play Leaders leadership role to adapt to schools COVID measures</li><li>Ensure there is adequate training for Play Leaders</li><li>Provide CPD to LSAs so that they can interact with children through structured play</li></ul>		<ul style="list-style-type: none"><li>Awareness of physical exercise promoted in a fun and safe atmosphere</li><li>Number of behaviour incidences reduced due to greater engagement of playground resources and structured play</li><li>Children have an increased independence in how to play with other children</li><li>Children learn to respect the equipment that is provided to them</li></ul>	<ul style="list-style-type: none"><li>Play Leaders role is embedded and developed and built upon each year</li><li>LSAs have greater confidence in leading structured play during break and lunch time</li><li>All equipment is audited and recorded termly</li></ul>



Incorporate regular physical activity within traditional class-based lessons	<ul style="list-style-type: none"> <li>• Provide CPD to staff so they can utilise physical activity in a classroom setting</li> <li>• Provide resources for staff to use in class</li> <li>• Purchase resources if needed</li> </ul>		<ul style="list-style-type: none"> <li>• Awareness of physical exercise promoted in a familiar environment</li> <li>• Increases engagement in non-physical based subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have greater confidence to use physical activity to engage children in class based lessons</li> <li>• Children have greater engagement in class based lessons</li> </ul>
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• To continue to maintain and raise the profile of PE and sport within the school. Also, to increase the children's knowledge on why physical activity can lead to a positive increase in physical and mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased use and development of TPA website and social media to celebrate children's achievements and promote the PE department</li> <li>• To award a PE star of the week every week to one child in lower and upper school.</li> <li>• Half termly sports school assembly to celebrate schools sporting achievements and announce intra House Competition results. House Captains to record assembly to due to COVID measures in school.</li> </ul>		<ul style="list-style-type: none"> <li>• Evidence of PE and sporting achievements on school displays, TPA website and social media</li> <li>• Children look forward to and are excited about their PE lessons</li> <li>• Children want to be successful in their PE lessons</li> <li>• Children understand and are able to explain why PE and sport are important factors into leading a physical and mentally healthy life</li> </ul>	<ul style="list-style-type: none"> <li>• TPA guidance document is completed</li> <li>• New PE assessment system and progression of skills document is developed</li> <li>• All whole school events are in school diary at start of the year</li> </ul>

	<ul style="list-style-type: none"> <li>• Purchase medals for Sports Day.</li> <li>• Organise Team Super Schools visit; making sure the Olympian that arrives is from a different sporting discipline.</li> <li>• Organise and purchase equipment (if required) for Palmer Mud Run</li> <li>• To review PE curriculum to ensure that it provides engagement and learning opportunities for the children</li> <li>• Organise and promote National Schools Sport Week</li> </ul>		<ul style="list-style-type: none"> <li>• Children are inspired by PE and Sport and want to continue participating in PE and Sport when they leave TPA</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To provide PE CPD opportunities for teachers and LSA's</li> </ul>	<ul style="list-style-type: none"> <li>Staff audit and self-evaluation</li> <li>Creation of a system that allows for teachers to team teach PE lessons with PE lead for PE CPD</li> <li>PE CPD with LSAs</li> <li>Book sport-specific courses for teachers who have an interest in PE, general or specific sports</li> </ul>		<ul style="list-style-type: none"> <li>All staff to have the knowledge and confidence to teach PE lessons</li> <li>All staff to have the knowledge and confidence to lead PE and sporting clubs</li> </ul>	<ul style="list-style-type: none"> <li>Non sport specific staff to take PE lessons without PE Teacher or PE LSA in attendance</li> <li>Non sport specific to have the PE guidance document and are aware of assessment procedures.</li> <li>Children have confidence in all staff to lead PE lessons</li> </ul>
<ul style="list-style-type: none"> <li>To provide PE CPD opportunities for PE specific staff</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of teaching and learning</li> <li>Book PE and sport-specific courses that update current curriculum knowledge, future initiatives and fill gaps in teaching pedagogy</li> <li>Review PE schemes of work</li> <li>Undertake pupil voice audit to see what the children</li> </ul>		<ul style="list-style-type: none"> <li>PE staff have increased knowledge of specific PE and sport teaching</li> <li>PE staff are aware of new teaching styles and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Quality of PE lessons is increased</li> <li>Children are more engaged and make greater progress in lessons and over time</li> </ul>



	think of the PE provision			
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve	Funding allocated:	Evidence and impact: Refer to appendix for data on extracurricular opportunities	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To continue to develop knowledge, curriculum and resources to enhance the quality of PE and Sports</li> </ul>	<ul style="list-style-type: none"> <li>Check whole school PE and Sport inventory</li> <li>Purchase new equipment if needed</li> <li>Book PE and Sport CPD courses to expand knowledge beyond the current TPA and national PE curriculum</li> <li>Book sport-specific specialists who can provide different opportunities and experiences to the ones currently on offer within TPA</li> <li>Attend all external competitions and events that can broaden the experiences of the children</li> </ul>		<ul style="list-style-type: none"> <li>Children will have access to better quality PE resources</li> <li>Children will have access to a wider range of resources</li> <li>Children will have the confidence to try new activities</li> </ul>	<ul style="list-style-type: none"> <li>Maintain termly and yearly audit of equipment</li> </ul>

	<ul style="list-style-type: none"> <li>Undertake pupil voice audit to establish what the children want to be taught in their PE lessons</li> <li>Organisation of National Sports Week to introduce new sports that are not currently on the TPA and National PE curriculum</li> </ul>			
<ul style="list-style-type: none"> <li>To continue to maintain and develop TPA's extensive extracurricular program</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the clubs are free to attend so there are no financial barriers</li> <li>Identification of children who are PP, SEN, children who are disengaged with PE to encourage them to join an extracurricular club</li> <li>Encourage staff to take responsibility themselves or with another staff member over a club</li> <li>Ensure clubs are exciting so children want to join. Undertake pupil voice to establish which clubs children want.</li> </ul>		<ul style="list-style-type: none"> <li>Children have the opportunity to join a club outside of normal school hours</li> <li>Increased physical and mental wellbeing for the children who attend a club</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the possibility of external companies using the school hall and outside space to create further opportunities for PE and sporting participation</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact: Refer to appendix for data on competitions	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To continue to maintain and develop TPA competitive sport opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the Reading School Sports Partnership</li> <li>Participate in every inter level 2 and level 3 competition or participation event that is available to the children</li> <li>All children to participate in a minimum of 6 intra House competitions through the academic year</li> <li>All events that are entered are celebrated in assemblies, school displays, TPA website and social media</li> <li>Ensure risks assessments are in place for travel arrangements</li> </ul>		<ul style="list-style-type: none"> <li>Children aspire to represent the school in competitions and participation events</li> <li>Children have an understanding of what sportsmanship is</li> <li>Children understand and demonstrate the behaviours on how to be competitive, how to win and how to lose</li> <li>Improvement in children's confidence</li> <li>Improved attitudes to PE, sport, health and well being</li> </ul>	<ul style="list-style-type: none"> <li>Sign post children to talent pathways</li> <li>Give parents/carers information on how they can further access sporting opportunities outside of the school</li> </ul>

Signed off by	
Head Teacher:	<i>M. Henderson</i>
Date:	14 July 2021
Subject Leader:	Angad Soares-Mistry
Date:	14 July 2021
Governor:	
Date:	



### Appendix : Extra-Curricular club data analysis

The following information has been recorded from only two terms due to the COVID pandemic.

Year	2019-20
Termly Average Year percentage of children taking part in a sports club	49.33%
Termly Average Year Percentage of children in KS1 in a sports club	45.50%
Termly Average Year Percentage of children in KS2 in a sports club	51.25%
Termly Average Year Percentage of children with SEN taking part in a sports club	44.50%
Termly Average Year Percentage of Pupil Premium children taking part in a sports club	40.25%
Termly Average Year Percentage of boys taking part in a sports club	49.42%
Termly Average Year Percentage of girls taking part in a sports club	49.25%
Termly Average Year Percentage of children taking part in any club	56.62%
Termly Average Year Percentage of children in KS1 in any club	53.25%
Termly Average Year Percentage of children in KS2 in any club	58.31%
Termly Average Year Percentage of children with SEN taking part in any clubs	57.08%
Termly Average Year Percentage of pupil premium children taking part in any clubs	50.33%
Termly Average Year Percentage of Boys in any club	53.50%
Termly Average Year Percentage of Girls in any club	59.75%
Number of Intra school competitions	3
Number of Inter school Competitions (not including SG events)	10
Number of Inter school Competitions (SG events includes level 2)	32
Number of Inter school Competitions (level 3, level 3 SG events)	5
Awards	0
Number of children who have represented the school	132
Links with Local Clubs	8
Number of previous Palmer Academy children helping out with clubs	7
<b>Sainsburys School Games Mark</b>	N/A
<b>Youth Sports Trust Quality Mark</b>	Silver