

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:

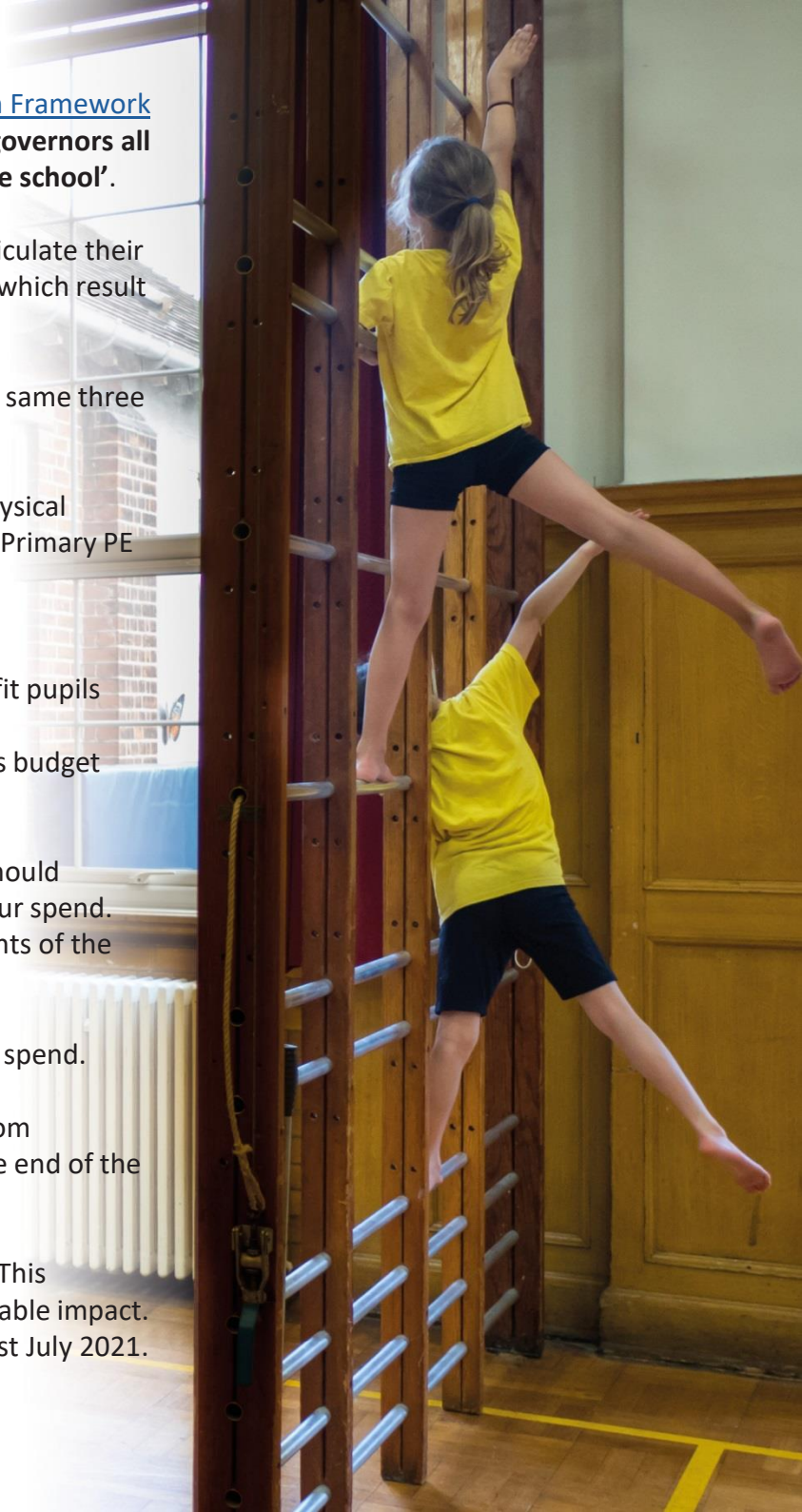
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<ul style="list-style-type: none"> • Daily mile • Increased outdoor learning • First step of outdoor revamp completed 	<ul style="list-style-type: none"> • Re-education of respect and resilience (learning how to cope with losing etc.) • Least able will be given physical literacy intervention (motor skills) • Pupil leadership will be reinstated and expanded • Continue the playground space development for focussed play

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

NO

Total amount carried forward from 2019/2020 £.....
+ Total amount for this academic year 2020/2021 £3,800 (19.7%)
= Total to be spent by 31st July 2021 N/A deadline extended

<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>Not been possible due to Covid restrictions. Plan in place to re-establish in September 2021. Numbers taken from Year 5 swimming festival in Autumn 2019.</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>67%</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>67%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>67%</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: £		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: %
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> • Provide opportunities for 30:30 • Develop an enjoyment of being outside and personal growth. 		<ul style="list-style-type: none"> • To be flexible with how the daily mile is scheduled in. • 30:30 is chunked to fit in throughout the day. • Motivate chn to see their improvement and challenge themselves. 		0	
				<ul style="list-style-type: none"> • Increase physical activity. • Chn ready to learn and focused. • Using quick active blasts when staff see chn need it - not all planned in. • Improved self-belief 	
				<ul style="list-style-type: none"> • Self-sustainable • Continue to promote with new staff • Individual improvement self-targets by chn to see growth 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
				6%	
				Sustainability and suggested next steps:	

<ul style="list-style-type: none"> Promote healthy lifestyle Inspire achievement in sport at any level Develop transferrable skills 	<ul style="list-style-type: none"> Big Idea curricular plan for whole school engagement Inspiration via athletes and current sporting events Modelled and encouraged use of range of equipment in sports and active play 	£1199.57	<ul style="list-style-type: none"> Chn understand how active brain breaks can aid them Importance of working as part of a team and tolerance is improving during breaks and P.E. Chn are using skills taught in a variety of sports. Chn identify and inspire with sporting role models for their healthy lifestyle and attitude. 	<ul style="list-style-type: none"> Adaptable curriculum to use current resources and replenish as needed To instil a sense of self-belief Restart outside club interaction, sporting festivals and competitions
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	59%
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"> Raise confidence of staff to teach P.E outside Adapt teaching to conditions Ensure P.E app is completed 	<ul style="list-style-type: none"> Support and guidance for staff Modelling specific skills to staff Mentor new staff Staff instructed on how to update assessment app 	£12,300	<ul style="list-style-type: none"> Chn better skilled due to more proficient and confident teaching Chn more content and resilient to being outside Becoming more engaged in active play 	<ul style="list-style-type: none"> Use of assessment app to inform and implement interventions. Introduce a larger P.E team to support needs
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	15.5%
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"> • Engaged in distanced learning • Opportunities given via Olympic and Para-Olympic style games to whole school. • Socially distanced events. • Provide a new sport to encourage less active group 	<ul style="list-style-type: none"> • Sports' Partnership virtual activities, such as: tennis, athletics and cricket. • Socially distanced Superhero themed sporting challenges • Kinball purchased with targeted groups to encourage inclusive play 	<p>£3000 £145 (kinball)</p>	<ul style="list-style-type: none"> - Continuity in curriculum - Physical activity participated in during lockdown - Awareness of diversity developed - Competitive opportunity to win / lose allowing resilience to develop - More engagement in active play 	<ul style="list-style-type: none"> • Biking skills adapted to suit age (bikeability for UKS2 and balance bikes for younger chn) • Sporting training provided with after school clubs. • Judo and Chance to Shine to provide wider opportunities
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	15% <i>Sports' partnership as per KI 4</i>
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"> Engaged in virtual competitions within inter and intra school's events. Used digital means and social media to present opportunities to compete and be challenged. 	<ul style="list-style-type: none"> House competitions Virtual intra school competitions Use of Get set Go Tokyo leader board within education. Local leader boards via partnership events. 	£3000 <i>(Sports' partnership as per KI 4)</i>	<ul style="list-style-type: none"> Developed resilience Teams skills developed Competitive opportunity to win / lose allowing resilience to develop 	<ul style="list-style-type: none"> External clubs' engagement to access wider range of competitions. Sporting training along with festivals and competitions

Signed off by	
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Subject Leader:	Sharon Garratt
Date:	30-07-21
Governor:	
Date:	