

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Participation in games on the yard during break and lunch time increased due to coaches on the yard. - Resources and equipment purchased for sports has supported teachers to teach high quality PE. - Active learning has developed throughout school. - Pupils have had opportunities to participate in afterschool clubs. - Children participated in personal best challenges and virtual competitions. <p>Due to COVID restrictions, many workshops and competitions were cancelled. Swimming was cancelled due to COVID restrictions therefore there is no data for the academic year 2020/2021.</p>	<ul style="list-style-type: none"> - Children to develop a further understanding of the importance of healthy, active lifestyles. - Resources/equipment to provide children with good orienteering and outdoor learning and opportunities for cross-curricular learning. - Teachers to be confident in delivering gymnastics throughout KS2. - Sensory circuits set up to help children develop gross motor skills and help them become ready to learn.

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 £.....

+ Total amount for this academic year 2020/2021 £.....

= Total to be spent by 31st July 2021 £.....

<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>Swimming was cancelled due to COVID restrictions therefore there is no data for the academic year 2020/2021.</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>61%</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>61%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>58%</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: 2021/22		Total fund allocated: £17,690		Date Updated: 11.07.21	
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: 40%
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?:	
1. Structured games available for children to participate in during lunch times.		1a. REEVO coaches to run games for children over lunchtimes 5x per week.		1a. £2600	
2. Cross-curricular learning through orienteering means children are participating in more physical activity.		2a. Purchase of https://www.crosscurricularorientering.co.uk/ to provide resources for cross-curricular learning. Teachers will be able to use the resources in all areas of the curriculum. Booked in for 12.01.22		2a. Package 3 - £1790 (includes CPD) actual spend: £2076	
				Y5/6 coach runs team games over 4 days and football drills every Thursday. Y3/4 coach delivers tennis, basketball and football over 3 lunchtimes.	
				2a. Package 4 purchased so that staff could experience in person training rather than online. Teachers are trained in using orienteering in PE and cross-curricular.	
				Sustainability and suggested next steps: Children have developed an understanding of the rules of team games over breaks/lunch times. They will continue to play these games with some adult support. Teachers will continue to use Cross-curricular Orienteering to deliver high-quality orienteering across school. Next steps: resources to support the training will be bought in the next academic year.	

<p>3. Children will have access to after school sports clubs.</p>	<p>3a. Each year group will be offered an afterschool sports club by outer agencies.</p>	<p>3a. £1500 3a. £1200</p>	<p>Sports clubs offered: Y3 - Yoga, basketball, rounders Y4 – Yoga, tag rugby, basketball, rounders Y5 – Yoga, netball, cricket Y5 – Yoga, netball, cricket Total children that attended an ASC 83/166 = 50% of children 51/97 PP attended an ASC = 52%</p>	<p>Children who have experienced these clubs will want to continue and may seek out sports clubs outside of school.</p> <p>Next steps: increase the number of children involved and increase PP.</p>
<p>4. Children understand the importance of a healthy, active lifestyle.</p>	<p>4a. Workshops set up to promote exercise, healthy eating and healthy mindset throughout school.</p>	<p>Total: £7390</p>	<p>Autumn – yoga workshop Spring – TBC – Skip2Bfit</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>10%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. More children will participate in interschool competitions</p>	<p>1a. Purchase of resources to allow children to participate in different competitions – football nets, football, football kits, team bibs.</p>	<p>1. £500</p>	<p>Football kits have been purchased for the school team. Purchase of nets and goals have allowed for teachers to hold interschool competitions within the curriculum.</p>	<p>Children will continue to participate in interschool competitions through the written curriculum.</p> <p>Next steps: purchase of further basketball nets and playground equipment to encourage team games and participation.</p>

2. Celebrate and promote participation in sports and competitions	2a. Medals, trophies, certificates.	2. £300	Medals and stickers bought for Sports Day. Paid participation into cross country, football and SLP Sports.	Next steps: Maintain participation in sports and competitions.
3. The development of sensory circuits will help children focus throughout their school day.	3a. Information and resources to be purchased to allow circuits to be set up. 3b. Treetops training for staff.	3. £1000 Total: £1800	Treetops training completed on 04.03.22. At least one staff member from each year group participated.	Next steps: All year groups to use Treetops and sensory circuits as interventions to support children as recommended by professional reports and support plans.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 6%
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:
1. Teachers to be confident in delivering gymnastics across KS2. 2. Staff to take part in orienteering training. 3. Staff to take part in sensory circuits training with Treetops.	1a. Gymnastics CPD for all teaching staff (Booked 20.10.21) 2. Booking of cross curricular orienteering. 3. Booking of Treetops.	TBC (£1000) 2. Funding allocated in key indicator 1. 3. Funding allocated in key indicator 1. Total: £1000	CPD booked for 30 th March.	Teachers and teaching assistants participated in gymnastics training for KS1 and KS2. Teachers and TAs will be able to teach/support children to develop their gymnastic skills.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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?:	Sustainability and suggested next steps:
1. Children will experience workshops over the year to encourage participation in new sports.	1a. Bookings of workshops and purchase of equipment. (Skip2Bfit, yoga, box2Bfit, hula-hoops)	1. £2000 Total: £2000	Yoga for each year group followed by clubs. Participation in Skip2Bfit in Spring 2. All classes participated.	All year groups took part in at least two sports workshops. Children learned new skills and engaged in clubs following the workshops.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				32%
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:
<ol style="list-style-type: none"> 1. Participation in School Sports Partnership events and competitions. 2. At least 1 interschool competition per year group. 3. Promote children's involvement in competition, personal best and PE Passport events. 	<ol style="list-style-type: none"> 1a. Join SLA Option 3 and sign up for all events. This will include virtual games and events. 1b. Transportation bookings. 1c. Purchase of football kit for competitions. <ol style="list-style-type: none"> 2a. Purchase of equipment to allow for interschool competitions and personal best events. <ol style="list-style-type: none"> 3a. Sign up for the PE Passport for which children work as a school to collect stamps and compete as a school. Children will have access to more events and competitions. 	<ol style="list-style-type: none"> 1. £4000 <ol style="list-style-type: none"> 2. £800 <ol style="list-style-type: none"> 3. £1000 Total: £5800	<p>All children participated in at least one sports event. Opportunities for children to learn and enjoy new sports.</p> <p>Football allowed for a team to join a league.</p> <p>Each year group participated in an interschool competition within their curriculum.</p> <p>12 events attended across the academic year.</p>	<p>Children will be excited to continue to participate in future events and interschool competitions.</p> <p>Football team able to join the league next academic year.</p> <p>Interschool competition will continue through the curriculum.</p> <p>Maintain the number of events children attend and create more opportunities in school for competition.</p>

Signed off by	
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