

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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](#) 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 **31st 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](#).

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"> • Role out of PE Passport to assist planning, teaching and assessment across PE. • Good quality of PE across the school through employment of specialist teacher. • Inclusion for all children which has improved standards across the year group. • Lunch time support for SEND and vulnerable children to develop confidence and fine/gross motor skills through games/activities. 	<p>Area 1 - To further enhance the PE provision with CPD for staff from the specialist PE teacher to create sustainability in the quality of PE teaching for the future.</p> <p>Area 2 - To act upon children’s request for different extracurricular sports clubs and provide more across the school.</p> <p>Area 3 - To give children opportunities for competitive sport through both inter and intra school competitions in a wide variety of sports/games in partnership with the LSSP Bronze Package.</p> <p>Area 4 - Continue with both summative and formative assessment for our children in Physical Education.</p> <p>Area 5 - To continue to support through physical education for SEND and vulnerable children in weekly lunchtime sessions with a specialist PE teacher in building confidence and motor skills over time.</p> <p>Area 6 - To develop the PE display area, website section to raise the profile of PE and healthy lifestyles for all children throughout the school, to parents and in the local community.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**

<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.</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 2020.</p>	<p>Please note that swimming lessons were extremely limited and disrupted due to the pandemic, which resulted in the swimming baths being closed due to lockdowns (COVID).</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 note that swimming lessons were extremely limited and disrupted due to the pandemic, which resulted in the swimming baths being closed due to lockdowns (COVID).</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Please note that swimming lessons were extremely limited and disrupted due to the pandemic, which resulted in the swimming baths being closed due to lockdowns (COVID).</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: £19,229		Date Updated: December 2020 (Impact reviewed October 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: %
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 develop further fitness and exercise throughout the day to ensure all children access at least 30 minutes of physical activity a day. To develop further enrichment, cross curricular and extra-curricular events across the school. (Area 2) Allow children opportunities for competitive sport through both inter and intra school competitions in partnership with our LSSP Bronze Package. 	<p>Daily exercise – Fitness in 5/ Daily mile</p> <p>Subject leader to liaise with sports and school council to hear ‘children’s voice’.</p> <p>Judo education has been scheduled for Summer Term to carry out clubs after school for a variety of year groups. (<i>Covid restrictions</i>)</p> <p>Subject leader to support entry to competitive sports through LSSP Bronze Package. (<i>Covid restrictions</i>)</p> <p>Subject leader and teachers to organise intra competitions at</p>	<p>£600</p> <p>£3200</p> <p>£1775</p>	<p>Children understand the importance of being physically active every day and have increased fitness/stamina due to the increase in daily activity.</p> <p>Following government restrictions and within class bubbles children had the opportunity to develop new skills and create an exciting sporting environment. These clubs supported children’s fitness, wellbeing and physical/mental health.</p> <p>Children took part in class competitions, LSSP online competitions and remotely PE weekly challenges which</p>	<p>Continue daily mile/fitness in 5.</p> <p>Work alongside school council to gather children’s preferences on clubs and activities.</p> <p>Continue accessing the LSSP website weekly and engaging in emails regarding events/competitions.</p>	

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<p>(Area 3)</p> <ul style="list-style-type: none"> To continue to support SEND and vulnerable children in weekly lunchtime sessions with a specialist PE teacher in building confidence and developing motor skills over time. (Area 5) 	<p>lunchtime that can be run by sports leaders.</p> <p>Specialist PE teacher to liaise with SEND coordinator and Learning Mentor in selecting and organising children for this 'focus' group.</p>	<p>Included in Specialist teacher funding see Key indicator 3</p>	<p>children could access at home. As a result, children recognised the value of competitive sport and developed life skills with a particular emphasis on self-motivation and perseverance.</p> <p>Children developed their team building skills, resilience and motor skills enhancing their confidence and social skills which was particularly effective after the transition back into school following lockdown.</p>	
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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	
<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>
<ul style="list-style-type: none"> To develop the PE display area, website section to raise the profile of PE and healthy lifestyles for all children throughout the school, to parents and in the local community. (Area 6) 	<p>PE specialist, teachers and Subject Leader to contribute to the website to develop the PE section.</p> <p>Sports letters have LSSP logos and icons relating to the activity in question.</p> <p>PE noticeboard set up, key words relating to sport/physical activity -</p>	<p>£750</p>	<p>Weekly challenges displayed for children to participate in. Children understand the importance of PE for their physical and mental health, particularly during the time of limited options regarding clubs and exercise in school and the community. Weekly challenges where shared on school's Twitter</p>	<p>Continue success of weekly challenges, allow teachers and children time to participate.</p> <p>Increase awareness of clubs within the community and school through use of Twitter, newsletters.</p>

<ul style="list-style-type: none"> Children to become more active both in and outside of school. (Area 2) 	<p>School Games values.</p> <p>To celebrate sporting achievements at whole school assembly both from in school and out of school activities.</p> <p>Performances and skills to be shared in whole school assemblies.</p> <p>Sporting poster around the school to promote different sports.</p> <p>Images of 'past pupils' who have achieved at national and international level in their chosen sport – role models.</p> <p>Make parents and children aware of how sport is encouraged and taught in the school through newsletters and noticeboards.</p> <p>Further develop Children's University as a tool to enhance and increase pupils' participation in extracurricular sporting activities/clubs.</p> <p>To continue to encourage and support children in sports outside school time.</p> <p>To actively share newsletters and posters from outside clubs – encouraging children to get involved if interested.</p>	<p>£825</p>	<p>and remote learning platform to encouraged children and parents to continue or even begin being physically active together and keep the PE profile high even during lockdown.</p> <p>Sports Day certificates and medals are presented and celebrated in classes. This raised the profile of sporting achievements and gave children aspirations, exposing them to a variety of activities they may have previously not been aware of.</p>	<p>Share achievements of current pupils in assembly. Encourage children to bring outside achievements into school.</p> <p>Enquire about and carry out an PE aspirations day, raising the profile of local sports people and inspiring children.</p> <p>Children's University to deliver assembly to relaunch the programme. Introduce passports to encourage outside activities/enrichment.</p>
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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	
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 continue to further enhance the PE provision with CPD for staff from the specialist PE teacher to create sustainability in the quality of PE teaching for the future. (Area 1) To continue to incorporate PE Passport into planning and assessment to assist teachers lessons. (Area 1 & 4) 	<p>PE Specialist to continue to support staff through CPD, modelling skills and lessons across the PE curriculum.</p> <p>Specialist PE Teacher/Subject Leader to train and develop the Sport Leaders to support younger children – ensuring they have the knowledge and skills in order to carry out activities and games at lunch time.</p> <p>Specialist coach and Subject lead to liase with the company and continue to use the app.</p>	<p>£12,340</p> <p>£600</p> <p>£699</p>	<p>Staff have improved their skills and confidence which has enhanced their quality of teaching PE. This has resulted in improved progress, achievement and enjoyment of pupils.</p> <p>PE Passport is now imbedded in the teaching, learning and assessment across the school. This has enhanced teacher’s confidence and knowledge in the subject which has led to better quality teaching and progress for the children.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	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 act upon children’s request for different extracurricular sports clubs and implement them into the school timetable. (Area 2) 	<p>Subject Leader to carry out a pupil questionnaire, regarding sports clubs that the children would like to take part in. The Subject Leader will then actively seek out and develop new sporting activities and clubs that the children can take part in.</p> <p>Children’s University to help develop current activities and drive new extracurricular sporting activities - children accumulate hours of clubs to achieve a prize.</p>	£2500		School council to carry out a new questionnaire to gather children’s interests, then actively seek clubs corresponding with this.
<ul style="list-style-type: none"> To give children opportunities for competitive sport through both inter and intra school competitions in a wide variety of sports / games in partnership with the LSSP Bronze Package. (Area 3) 	Subject Leader to continue links with LSSP regarding internal and external competitions.			
<ul style="list-style-type: none"> To continue to offer children Bikeability, to learn a life skill and how to be safe on the roads. 	Liase with Bike Right to ensure children gain Bikeability Level 1 & 2 – Summer Term. <i>(Covid restrictions)</i>	£600	All pupils have an improved awareness of road safety and developed fundamental life skills. Children who previously had no, or very little, cycling skills developed confidence and an ability of how to ride a bike.	Continue links with Bike Right, continue proving scheme in Year 5. Enquire about the ‘learn to ride’ scheme for lower down the school to ensure all can ride by the time they reach Year 5.

Key indicator 5: Increased participation in competitive sport				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:	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 give children opportunities for competitive sport through both inter and intra school competitions in a wide variety of sports / games in partnership with the LSSP Bronze Package. (Area 3) Annual school sports day KS1 and KS2. 	<p>To continue and develop more opportunities for entering competitive sports.</p> <p>Taking part in LSSP competitions both KS1 and KS2 - also for SEND children. <i>(Covid restrictions)</i></p> <p>Lunchtime intra sports/games competitions run by teachers and Sports Leaders.</p> <p>Purchase of certificates, medals and trophies for intra competitions and sports day and lunchtime competitions.</p> <p>Schools own minibus to allow ease of participation.</p>	£200	<p>Children participated in competitions in class and online through LSSP. As a result, this enhanced participation in competitive sports and developed resilience and confidence in competitive activities which will continue to influence them through life in school.</p> <p>Sports Day certificates and medals are presented and celebrated in classes. This raised the profile of sporting achievements and gave children aspirations, exposing them to a variety of activities they may have previously not been aware of.</p>	<p>Increase the participation of LSSP competitions and intra competitions, check LSSP calendar weekly to book on new competitions that are available.</p> <p>Another member of school staff to be trained up on school minibus in the first half of Autumn term - an extra body to take children to competitions and minimise cost for school.</p>

Signed off by	
Head Teacher:	D. Maudsley
Date:	18.10.21 (updated)
Subject Leader:	M. Clarke
Date:	12.10.21 (updated)
Governor:	
Date:	