

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) 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](#).

Created by:



Supported by:



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"> • All classes take part in 'fit in 15 activities' throughout the year. • Class teachers are offering a wider range of activities as a result of having a wider variety of resources. • All areas of PE have the resources available so that staff can teach active PE lessons. • Active learning part of the monitoring and review cycle. Active learning part of the teaching and learning culture. • Pupil voice showed the children enjoyed the new equipment and the range of activities to try. • Pupil voice showed the children talked at great length about active playtimes. • Playtimes observed showed a range of opportunities to be active. • The climate for learning and engagement in learning was strong in all drop-ins. • Both Year 5 classes have run a marathon of daily miles many pupils halving their original times. • Year 6 sponsorship event based around a range of sporting challenges. • Quidditch class competitions took place across school and rounders was also used for class competitions. • Staff surveys show they are confident to deliver a range of PE lessons from gymnastics, dance and games. • Assessment point 2 assessments in PE are in-line with national averages in reading in one year group and significantly ahead in all others. • A full range of sports is taught in each year group with new sports to promote interest like Quidditch. • Children take part in football, basketball, rugby, catching games, skipping, tennis, different playground games and running activities. 	<ul style="list-style-type: none"> • <i>To provide a range active learning activities during the school day.</i> • <i>Provide an environment outside which encourages regular physical activity</i> • <i>To improve the planning, teaching and assessment of PE lessons in school.</i> • <i>To organise different play equipment into themed boxes to enable different choices and variety.</i> • <i>To evaluate playground design through pupil voice.</i> • <i>To use the terminology 'fit in fifteen' with all children.</i> • <i>To organise fit in fifteen based on termly themes to create a school buzz and provide training for less confident staff.</i> • <i>To develop the use of class competitions in PE.</i> • <i>Dan Bennett to provide support for an M1 teacher in 2021/22.</i> • <i>For the PE Lead to support colleagues via observation and team teaching.</i> • <i>To continue to seek out new sports which promote excitement but allow staff to teach the required PE skills.</i> • <i>To ensure school clubs are attractive to a range of pupil groups.</i> • <i>To continue to develop class competitions and from September 2021, competitions between schools.</i>

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31 March 2021

Academic Year: September 2021 to March 2022	Total fund carried over: £2,500	Date Updated: 15.09.21, 26.10.21, 26.07.22
--	--	---

What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.	Total Carry Over Funding: £2,500
--	-------------------------------------

Intent	Implementation		Actual Impact	
Your school focus should be clear how you want to impact on your pupils. 1. Provide an environment outside which encourages regular physical activity.	Make sure your actions to achieve are linked to your intentions: Further line marking on KS1, Y3/4 playground and the F2 race track.	Carry over funding allocated: £2,500 line markings – Not spent in the previous year’s allocation. Allocation spent in full.	Evidence of impact: <i>Line marking have been added to the Y3/4 playground and a variety of line markings, including a race track have been added to the F2 play space.</i> <i>Children use the new play spaces for planned and child-initiated active play each day.</i>	<i>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</i> <i>New playtime sports leaders to plan half-termly best use of the play spaces during each half-term.</i>

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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?	Yes/ No

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: £22,550		Date Updated: 15.09.21, 26.10.21, 26.07.22	
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: 54% £11,950
Intent		Implementation		Expected 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?:
1. To provide promote engagement in fit-in-15 activities with launch events.		<ul style="list-style-type: none"> AT fitness launched by Kay Odejayi's fitness sessions. Launches used for Spring and Summer. 		£300	<p><i>Staff learned a range of activities to use in the beginning of their PE lessons or at other active times during the day.</i></p> <p><i>PE lessons are active providing a range of opportunities for children.</i></p>
2. Provide an environment outside which encourages regular physical activity.		<ul style="list-style-type: none"> Purchase new play equipment for each play space which encourages active play in more normal play organisation. Grounds maintained to allow for activity in each available outdoor space. 		<p>£3,200 for play equipment for Y2 to Y6</p> <p>£1,750 for Y1 and FS outdoor activity.</p> <p>School budget</p>	<p><i>The storage of outdoor equipment and the range of this promotes a range of activities during playtimes such as volleyball, skipping, football, cricket, tag rugby and rounders.</i></p> <p><i>Play spaces and fields allow for a range of activities including those which are marked out such as football and athletics.</i></p>
					<p><i>Consider the use of a specialist or personality to launch a cycle/scooter/walk to school plan for our school.</i></p> <p><i>The development of pupils teaching other games with the active play leaders focuses on teaching particular classes who can then teach others.</i></p>

<p>3. To embed adult supported active playtimes.</p>	<ul style="list-style-type: none"> A range of activities take place on each play space, each day. 	<p>£700 for new storage facility.</p>	<p><i>Adults enable the teaching and meaningful use in game situations of the play equipment.</i></p>	
<p>4. To increase opportunities for children to cycle or travel to school by scooter.</p>	<ul style="list-style-type: none"> Construction of infant cycle/scooter store. Spring 2 onwards, promote cycling, scooter travel or walking to school with launch event. 	<p>£6,000 cycle shelter with fitting and maintenance of the old shelter.</p>	<p><i>FS, KS1 and KS2 have adequate space to store scooters or bikes in the part of school they arrive to school at. The amount of children travelling to school by scooter or bike has increased since the installation of the KS1 shelter and the renovation of the KS2 shelter.</i></p>	<p><i>The development of an active travel plan for our school to promote walking, cycling, travelling by scooter and less traffic around the school site.</i></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: 0%</p>
--	---

Intent	Implementation		Expected 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. To use sporting activities to promote engagement in learning.</p> <p>2. To use sporting activities to promote pupil well-being.</p>	<ul style="list-style-type: none"> Active learning part of 'How we teach document' used for drop-in review. Climate for learning also reviewed during drop-in cycle. Two PE lessons as well as regular fit in fifteen. Active playtimes. Swimming for Y6, Y5 & Y4. A range of inter sports competitions [through points] & intra sports competitions in 	<p>£0</p> <p>£0</p> <p>£0</p>	<p><i>Active learning present in all classes during observed lessons. Children in classrooms and around school show a positive engagement in their learning.</i></p> <p><i>Each class has two active PE lessons per week. Playtimes include a range of active opportunities. Swimming took place for Y6, Y5 and Y4. There were a range of class</i></p>	<p><i>Continue to use activity and sport to promote happiness.</i></p> <p><i>Consider the role of activity, sport and happiness in promoting good attendance.</i></p>

	<p>class bubbles.</p> <ul style="list-style-type: none"> • Termly pupil voice around activity and self-esteem by PE lead. 		<p><i>sporting competitions.</i> <i>All pupils surveyed said they were happy at school.</i></p>	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37% £8400
Intent	Implementation		Expected 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. Improve CPD of teachers in order to improve the teaching of P.E. in school focused on ECTs.	<ul style="list-style-type: none"> Sports teaching specialist [Dan Bennett] works with ECTs to support their practice in all areas of the PE curriculum. 	£6500.	<i>DB has worked with the ECT each Thursday morning increasing their confidence in planning, teaching and assessing all PE. This included dance, gymnastics and games.</i>	<i>Target support for group areas highlighted as confidence gaps for teachers or development areas for particular teachers.</i>
2. To ensure all staff enhance their teaching of PE through practical CPD.	<ul style="list-style-type: none"> PE Leader [Stephen Logan] work with each year group during the year on chosen aspects of PE teaching. PE Lead to survey staff to ascertain which unit each year group would like support with in practical teaching. 		<i>The PE has a clear picture of staff confidence in leading different areas of PE after completing a staff survey. The PE lead worked with staff in developing an active sports day for all pupils and greater staff knowledge in planning such events.</i>	<i>Greater involvement of the PE leader in observing and developing PE through spotlight staff support sessions.</i>
3. To ensure staff have the resources to teach active, engaging PE lessons.	<ul style="list-style-type: none"> PE lead to organise the re-stock of resources. 	£1,900.	<i>PE resources are organised into two shed spaces and an indoor store in the hall. Resources are accessible and easy to find. PE lessons are active, drawing on a range of resources for pupil learning, practice and application of skills.</i>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4% £1000
Intent	Implementation		Expected 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:
<p>Additional achievements:</p> <ol style="list-style-type: none"> 1. To increase children’s involvement in school in a range of sports. <ol style="list-style-type: none"> a. A full range of sports is taught to each year group from Y1 to Y6. b. Playtime arrangements allow children to play different sports during these times. c. A sport club is offered to each year group. 	<ul style="list-style-type: none"> • Termly analysis by the PE lead of the PE areas taught in each year group. • From playground plans and pupil voice, the PE Co analyses playtime sporting opportunities. • PE leads ensure sporting clubs take place for each year group led by pupil voice and with registers emailed to SL by NK once clubs start with names/pupil premium included. 	£1000 for club equipment.	<p><i>Dance, gymnastics and games are taught each year with the latter including basketball, football, tag rugby, netball, rounders, cricket and a range of athletics.</i></p> <p><i>A full range of sports is taught in each year group.</i></p> <p><i>At playtime, children can engage with volleyball, tennis, rounders, tag-rugby, cricket and football.</i></p> <p><i>A sporting club was offered to every year group from Y2 to Y6 free for all children participating.</i></p>	<p><i>Sports lead to re-look at the progression of skills across years groups and using similar sports.</i></p> <p><i>An even greater range of sports clubs is offered, including F2 and Y1 and using external providers paid for out of the PE grant.</i></p> <p><i>School council evaluate club provision and how much they feel clubs are attractive to them with 95% or more KS2 children attending a club during the year.</i></p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5% £1200
Intent	Implementation		Expected 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:
<p>To increase participation in competitive school sports.</p> <p>a. All pupils take part in inter and intra class sporting competitions during the school year.</p> <p>b. 70% of pupils in KS2 children take part in competitive sports with children from other schools.</p>	<ul style="list-style-type: none"> Four inter class competitions take place through the year [Autumn 2, Spring, Summer 1 and Summer 2]. PE collects records, including names and pupil premium status, from each staff member of the competitive sport that takes place, saving on T drive 2021 22 for PE. 	£1200	<p><i>All pupils took part in a range on in-school sporting competitions during the school year.</i></p> <p><i>73% of KS2 pupils took part in competitive sporting opportunities during the year with other schools.</i></p>	