

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"> • K11: Prior to lockdown, an extensive extra-curricular programme of events provided (both after school and at lunchtimes) on top of 2 hours timetabled curricular PE and well attended. At At KS2, increased numbers of children are taking part in “Active Playtime” activities. At KS1, children taking part in more structured play with KS2 Playground Leaders running activities. An apprentice is now shadowing PE specialist and is supporting organised playtime activities (organised games on the tennis courts, skipping, Playground Leaders activities and 10-minute run). • K12: Prior to lockdown, profile of PE raised through PE displays and noticeboards at KS1 and KS2. Children’s sporting successes celebrated in collective worship. School Sports Council is actively involved in making sport related decisions. The number of PE blogs put on the website to raise the profile of PE have increased with a designated member of staff having weekly non-contact time to oversee what goes on website. • K13: NQTs and RQTs continue to have weekly timetabled time with PE specialists to support them with planning and teaching of PE to raise confidence. Whole school PE Scheme of work has been purchased and linked in to PE Curriculum Map in order to support staff in delivering high quality PE lessons. • K14: PE provision fully inclusive with children with specific physical needs being supported one-to-one in both lessons and extra-curricular clubs making sure all children can access the learning. A broad range of sports and clubs are provided in order to appeal to all children including a number of disability sports helping to break down barriers including Boccia, Seated Volleyball, Handball, Danish Longball, Quidditch as well as the usual sports included in the competitions calendar. • K15: School achieved distinction in the School Games Commitment Award for 2019/2020 recognising continued hard work in school providing opportunities for children to participate in activities and competitions. 	<ul style="list-style-type: none"> • To inform swimming data, provide opportunity to assess Y6 pupils in their swimming capabilities (last assessed in year 4) • K11: During Covid-19 restrictions, support engagement of all pupils in regular physical activity by supporting teachers to adapt their lessons for social-distancing. Also support teachers in delivering lessons which respond to impact of lockdown on children’s mobility, baseline fitness and social isolation. Also support teachers in getting children active at playtimes (without equipment). Post Covid-19 restrictions, work with SLT to get extra-curricular programme of events back in place and Playground Leaders up and running to promote physical activity. • K12: During Covid-19 restrictions, raise profile of PESSPA through promoting School Games Values in lessons and rewarding children with certificates in class bubble sharing assemblies. Promote ‘Virtual PE events’ which encourage all children to get involved across school via e-mails to parents and on the school website. Post Covid-19, raise the profile of PE by organising a Super Learning Day eg Zumba, Boxercise with a view to extending into lunchtime provision and active break in lessons. Sports Council elections and regular meetings to work with PE lead and to feed back to classes. • K13: Increase staff confidence in teaching PE – signpost staff to any online CPD training that can support their training needs. • K14: Auditing what activities children want to do for extra-curricular clubs. • K15: During Covid-19 restrictions, work closely with the School Games competitions coordinator to explore children participating in ‘Virtual PE Competitions’. Increase intra school competition between classes through PE specialist (timetabled to work with each year group) setting challenges and ‘personal bests’ introducing competition between classes in each year group. Post Covid-19 restrictions, explore ways to increase participation in competition through providing further intra school sporting competitions at lunchtimes.

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

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.	53%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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: 2020/21		Total fund allocated: £20,280		Date Updated: 24.3.21	
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: 11%
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?:	
We want our children to access quality curricular lessons which are supported with the necessary equipment. We want our children to be active at break and lunchtimes to meet the 30 minute target.		Look at the PE curriculum and audit equipment currently in school. From this order necessary equipment. Order a variety of equipment which targets fundamental skills for each bubble to use during breaktimes.		£1,200 £1,000	
Children now have the necessary equipment so have access to at least 1 hours high quality curricular PE a week. Children are now more active at breaktimes as the equipment supports this activity.					Post Covid, pool resources and establish best use of equipment in terms of activity zones to maximise physical activity at break times.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 20%
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?:	

<p>We want PESSPA to be incorporated into their daily learning</p>	<p>During home learning, ensure physical activities, challenges and virtual competitions are promoted via home learning platform.</p> <p>Celebrate and share children's and bubbles successes online.</p> <p>Ensure that a remote PE curricular lesson is accessible to all and is set as part of home learning timetable.</p>	<p>DB - £1,000</p> <p>AA - £2,000</p>	<p>PE had a high profile whilst children were home learning with children encouraged to take part in daily physical activity and virtual online competitions within the partnership.</p> <p>Our school received an award of 'Distinction' from the School Games organisers to recognise our school's efforts during this time.</p>	<p>Celebrate children's sporting successes outside of school.</p> <p>Explore social media for sharing sporting successes within school.</p> <p>Invite into school, sporting role models.</p>
<p>We want to raise the profile of PESSPA by running a 'Super Learning Day' in the summer term.</p>	<p>PE team to work with PE specialist to organise a sporting event in Covid secure ways (possibly linked to National School Sports Week in June)</p>	<p>£1,000 (split over both sites KS1 and KS2)</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				63%
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:
We want our staff to be able to plan, teach and assess PE lessons in school with confidence.	<p>Embed the use of the Val Sabin PE scheme of work in Covid secure ways.</p> <p>PE specialist leads planning / assessment support with NQTs, RQTs and teachers supporting them in those areas they would like to develop skills.</p> <p>Signpost staff to 'Beyond the Physical' CPD platform to relevant training.</p>	<p>DB - £1,000</p> <p>AA - £10,870</p> <p>DB - £1,000</p>	<p>Staff feel more confident in their delivery of PE lessons through team teaching, shadowing PE experts and through having access to signposted online PE CPD.</p>	<p>Staff training to model effective use of Val Sabin scheme.</p> <p>Monitoring of coverage of curriculum map and lesson drop-ins to identify areas for staff development.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
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:

<p>Additional achievements: We want our children to experience a wide range of sports and activities in both their PE curriculum and OSHL (out of hours school learning).</p>	<p>Review PE curriculum maps to ensure it continues to provide a broad range of sports, activities and skills in line with NC requirements.</p> <p>Provide extra-curricular opportunities (Covid-secure) if possible that provide a range of experiences (Quidditch, Lindyhop)</p>	<p>£210</p>	<p>The Key Stage 1 PE curriculum map has now been updated so the children now have access to a broader range of sports.</p>	<p>Ensure there is an extensive and wide range of extra-curricular opportunities.</p>
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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:
<p>We want our children to have access to and get involved with Virtual inter competitions and challenges.</p> <p>We want our children to set themselves personal goals and challenges.</p> <p>We want our children to access and be involved in as many intra competitions as possible.</p>	<p>Work closely with our School Games organisers and Yorkshire Sport Foundation to access and promote Virtual challenges.</p> <p>Within PE lessons, children to carry out initial challenges on which they can then improve upon throughout the term.</p> <p>PE team to work with JMAT PE lead to explore intra based competitive opportunities in summer term (Mini-Olympics, rounders etc)</p>	DB - £1,000	<p>Our schools participation rates in the virtual competitions was high and recognised in our award of 'Distinction' from the School Games Organisers.</p>	<p>School to enter as many competitions as possible (3x B-teams and 1x C-teams)</p> <p>Active playtimes – inter class / house competitions linked to the competitions calendar.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Andrew McLeavy
Date:	24.3.21
Governor:	

Created by:



Supported by:



Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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