

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



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

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](#).

Key indicators from DfE, what development needs are a priority for your setting and your pupils now and

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"> • Progress across year groups in physical education is good, which is supported by evidence in the children’s lessons which show that they are covering an age related curriculum. • Specialist staff have a very good understanding of the curriculum. • The learning of key groups of pupils is consistent. SEND, PP, EAL and G&T children are all making good progress which is supported by class assessments. • Achieved National gold award for physical education and school sport: 2017, 2018 and 2019. • County Netball, Cricket and Rounders champions (2018) • 90% children taking part in extra-curricular sport. (Spring term 2020) 	<ul style="list-style-type: none"> • The engagement of <u>all</u> pupils in regular physical activity focusing on key values (Respect, Determination, Sportsmanship, Team Work, Enjoyment, Resilience) • Increased confidence, knowledge and skills of all staff in teaching PE and sport • Broader experience of a range of sports and activities offered to all pupils. To include Gymnastics, Dance and Swimming • Increased participation in after school and competitive sport

Did you carry forward an underspend from 2019-20 academic year into the current academic year? 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:	Date Updated: Sept 2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £N/A
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

<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? 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>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>If any child(ren) have not made expected progress in swimming, extra lessons are arranged for children in year 5 and/or year 6. This was not required in 2017 - 2020</p>

st the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to e

Academic Year: 2021/22		Total fund allocated: £16,400		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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Lunchtime Challenges: As part of the Personal Best focus during lunchtimes; implement challenges to be run by Sports Leaders. New 'Active' playground markings to include Activity Stations which Sports Council and Skipping Mentors organise and oversee.	Chn are active for at least 15 minutes every day. All chn to take part in PB Challenges as a whole school initiative.		£7500 (specialist sports staff)	Chn to work towards challenging themselves to beat their PB's. Long-term positive impact on their fitness levels, as demonstrated in PE lessons, clubs and competition.	Keep track of uptake at lunchtimes. Sports Leaders to organise a rota and register. Monitor equipment and extend adult training.
TA Support: Provide children who struggle with fine and gross motor skills and/or confidence, specific support to help them to develop their confidence in PE lessons.	Staff to identify the children in their class who need additional support. Liaise with classroom teachers and TA's to support delivery during PE lessons.			Chn are more confident in PE and are showing improvement in their fine and gross motor skills and confidence.	Monitor progress and assessments. Liaise with teachers and parents.
Clubs: Provide a more varied and broad programme of after school clubs, to cater for everyone. Equipment required.	Playground leaders to offer an array of activities suitable for all at lunchtimes. Look at purchasing pom poms for a cheerleading club.			Chn enjoy a new sport. Signposted to community club.	Assessment before and after to keep track of progress. Monitor participation.
Audit: Whole school parent survey to identify those chn currently not participating in activity outside of school. Target for intervention.	Use of lunchtimes clubs to target chn less active and support their individual need. Offer these chn opportunities to access cluster festivals and events.			Chn have shown a greater enthusiasm to participating in extracurricular activities, numbers continue to increase.	Aim to increase numbers in non-active clubs through further advertisement and purchase equipment.

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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	
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>Values: Chn are encouraged to develop and embed values during PE lessons: Respect, Determination, Sportsmanship, Team work, Enjoyment and Resilience.</p> <p>Playground Leaders: Chn to have greater experience and confidence in leading others.</p> <p>Sports Council: Representatives to support Lunchtime Supervisors and help plan Inter house tournaments and competitions. Equipment required.</p> <p>Inter house competitions: Covering a range of activities so that all children are motivated to compete. Opportunities every term (x6 a year).</p> <p>Pupil voice: consult with chn about the sports that they would like to participate in.</p>	<p>During lessons chn are expected to demonstrate these values at all times. Those who go above and beyond are mentioned and some awarded a 'shoelace'.</p> <p>Playground Leaders programme delivered to all Year 5 and 6 chn. They will deliver their sessions to Reception and implement skills during lunchtimes.</p> <p>Sports Council leaders will take the responsibility of generating playground sessions for lunchtime play. They will support staff during healthy sports clubs and during PE lessons.</p> <p>Interhouse opportunities helping to high profile competition within school. These take place at the end of every term during PE lessons as a culmination of skills and techniques learnt.</p> <p>Chn will have more say in what sports takes place in school. Questionnaires will show the impact of change and sport/PE will have a high profile in school.</p>	£1500	<p>These character building values are evident within the classroom and when playing competitive matches against other schools.</p> <p>Chn have an opportunity to work in a classroom and practical environment to develop skills. Y5 and Y6 chn will plan an Inter house sports event for another year group and lead the event.</p> <p>More chn actively engaged in structured activity at lunch times. PB's evidenced and recorded. Ongoing Challenges through Skipping initiative.</p> <p>All chn are given the opportunity to take part in inter house school competition x6 a year.</p> <p>Pupil questionnaire.</p>	<p>Chn who have positive attitudes, are resilient and can cope appropriately with success and failure.</p> <p>Ensure that staff and chn receive effective training. More leaders are available to run Personal Best challenges during lunchtimes.</p> <p>Inter house results regularly updated on newsletter and noticeboard.</p> <p>Monitor participation and uptake.</p>

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:
<p>Scheme of Work: PE Hub scheme of work purchased and being brought to life by specialist staff. New Curriculum Map created and made available to all staff. All MTP's and lesson plans made available.</p> <p>Staff training: Training afternoon focusing on STEP process and TA specialist support in PE. Work on differentiation and strategies required as a whole school to support PE Teachers.</p> <p>Courses: To identify staff strengths and identify accredited courses to be disseminate to other staff.</p>	<p>All chn to experience Dance, Gymnastics and Swimming at The Elms. Transport required throughout the year.</p> <p>Staff to learn how to differentiate in PE lessons whilst supporting the Teacher and those chn who need intervention.</p> <p>Team teaching and lesson observations led by specialist teacher. Identify courses, staff enrollment and set up baseline to measure impact over time.</p>	<p>£2000</p> <p>£1000</p> <p>£2000</p>	<p>Chn will experience a much broader and balance curriculum, catering for everyone's interest.</p> <p>Chn will be involved in house competitions.</p> <p>Staff subject knowledge across the school.</p>	<p>All chn taking part with enthusiasm. Gold School Games Mark values/PE values to be consistently reinforced.</p> <p>PE planning with PE TA. Monitor professional development, mentoring and training to further develop effective teaching,</p>

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