

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](https://www.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 2021:	Areas for further improvement and baseline evidence of need:
- Children are now engaging in a wider range of activities during structured and unstructured times (active 60 involvement) - Children have access to necessary equipment to wider their PE activity (both within and beyond the curriculum) - Wider communities actively celebrating and participating in sporting events - Increased numbers of children participating in after school clubs (all sessions full) - Teacher confidence and skills have further developed through carefully planned CPD opportunities and the use of IPEP - New Subject leader developing understanding of and confidence within subject leadership - Children have been targeted through mental health/ wellbeing needs through sports mentoring	- Maintain support for class teachers CPD through sports experts - Continue to address targeted mental health/wellbeing needs through sports mentoring - Increase support for PE Lead through the use of external links e.g. support from Progressive Sports and CSET. Allocation of leadership time to ensure children have more opportunities to access of range of sports internally and externally. - Attending external competition (previous COVID restrictions) - Further increase recognition for sport within the school – assemblies, certificates, awards (previous COVID restrictions) - To further consolidate new IPEP PE scheme and use assessment to help with the progression of lessons

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

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 2020 to March 2021		Total fund carried over: £1018	Date Updated: 07/07/21	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £1018
Intent	Implementation		Impact	
Additional support for pupils, especially those who have experienced low levels of activity during lockdown impacting their wellbeing	Sports mentoring supports children's mental health and wellbeing through sports activity and opportunities	£1018 towards it	Children who have been targeted have shown an increase in resilience, ability to understand how to socialise with their peers, figure out strategies on how to deal with their feeling, a reduction in anxiety, which has led to an increase in their overall wellbeing during the year. Children are able to verbalise how sport/ activities can help us in day to day life. From this their activity levels have increased throughout the year.	This sports mentoring will continue through 2021-22 as mental health is still a priority within the school. This also links with key indicator 1 as the children are being supported to engage in regular physical activity to support their mental health, as well as key indicator 2 as it is raising the profile of sport through another avenue of mentorship. The mentoring has allowed children to build positive key relationships with sport coaches.

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.	87% (based on data from Year 4 swimming)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	No data for the end of the year due to covid
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No data for the end of the year due to covid
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 (cancelled due to covid) £570

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: £18355 (£3945.34 underspend currently)		Date Updated: 21.10.21	
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:
					41%
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?:
Children to use school space for physical activity		School site to be kept maintained and marked to assist in active games		£1270	- Greater levels of physical activity at playtimes - Children have used markings such as football pitches to play sports at unstructured times - All children participated in competitive sport e.g. Sports Day
Improved opportunities for all pupils to engage in a wider range of physical activities		Competitive activities are facilitated and children have access to resources and kit to enable competitive involvement		£907.71- equipment £1255.31 After school clubs	- More children involved in competitive sport - Children are being provided with more opportunities within after school clubs. During Term 5+6 children were able to try a range of sports in a ‘Multi Sports’ club- 54 children attended.
					To continue to ensure that there are opportunities for children to stay active throughout the day through use of markings
					To continue to allow children to have access to new resources to engage them in new sports. To run playground leadership training for Year 5 children to allow them to engage children in physical activity during lunchtimes.

			- Progression shown in PE lessons through use of new equipment in line with IPEP scheme	
Additional support for pupils, especially those who have experienced low levels of activity during lockdown impacting their wellbeing	Sports mentoring supports children's mental health and wellbeing through sports activity and opportunities Term 2 Health and Fitness to be taught in PE	£2868.64- Progressive Mentoring	- Pupils targeted have shown an increase in resilience and increased wellbeing - Pupil are able to verbalise why fitness is important	To continue the provision of mentoring for children who are impacted by lockdown and need support with their mental health/ wellbeing through the use of sport.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				52%
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:
Raise the profile of sport within the school encouraging more activity that is physical and sharing it on twitter	Increase incentive, reward and celebration through certificates All staff to promote achievements in PE lessons on twitter	£0	- Parents stayed up to date with children's sporting progress - Children gained a sense of recognition and inspiration - Teacher feedback shows all children are participating in PE	To celebrate sport each term with a sporting excellence certificate which will be rewarded with a voucher donated by Progressive Sports Continue to raise the profile of physical activity through the use of twitter To celebrate sporting achievements through an award evening at the end of the academic year

Increased provision for all children to have access to a wider range of sporting experiences	Maintain (given Covid restrictions) high levels of participation in extra-curricular activity (50%) including lunchtimes 10 hours from CSET coaching so children can access a wider range of sports e.g. flag football Links with outside clubs to promote sport	Progressive lunch- £4850 Chance to Shine CSET- £3186	- Club registers show that all after school clubs were at capacity (smaller numbers due to covid) Year 3- 12 children, Year 4- 15 children, Year 5- 15 children, Year 6- 15 children each term. - Children are participating in sport during lunchtimes through guidance from a sports coach - Children's feedback was positive after CSET coaching and skills/games observed during unstructured times	To evaluate the sports we are offering after school and ensure we offer a wide variety of physical activities that are inclusive to target all children Gain further links with local clubs to run training sessions to promote external clubs Ensure we utilise the 10hours coaching from CSET to introduce new sports
Increased engagement in lessons	Offer a wide range of opportunities through PE lessons showing progression and teaching new skills Tokyo days provided by Progressive Sport to celebrate the Olympics	IPEP- £450 (costed below) Progressive sports Tokyo Days- £540 (costed below)	- Pupils talk confidently and engagingly about their sports participation and opportunities	To continue to use the IPEP Scheme to show progression within lessons/terms/ year groups. Celebrate sports around the world and celebrating sporting achievements

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
All teaching staff to improve knowledge/skills in respect of new sports	iPeP was introduced in September 2020 to increase the standard of teaching within PE Year 3 teacher opportunities to engage in wider sports (cricket) CSET CPD opportunities through coaching sessions (e.g. flag-football)	IPEP £450 Chance to Shine CSET- £3186 (costed above)	- Teacher feedback shows subject knowledge and confidence has improved - Use of external coaches through the Chance to Shine Cricket programme to upskills teachers knowledge - Progression in PE is being shown through the curriculum and has allowed teachers to deliver PE more confidently.	Teachers to voice their strengths and skills to then share with others along with any training they would like to engage in to further their knowledge through CPD sessions. PE lead/ coaches to observe teaching and provide feedback to ensure high quality teaching
Additional training for PE leaders to ensure pupils get the best from their lessons	Subject lead participating in Endeavour network training	CSET- £3186 (costed above) Deep dive training	- PE lead is more confident at what needs to be implemented in the school to ensure PE is successful - The PE coordinator was kept up to date with new guidelines and expectations during COVID measures	PE coordinator to continue to build up subject knowledge to raise the profile of PE within the school and ensure all opportunities are provided to the children PE coordinator to observe teachers/ sports coach with to look for clear instructions and demonstrations with PE and gain more knowledge about PE in different year groups.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
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:
Additional clubs available to pupils	After school activities are extensive Lunchtime support given to encourage physical activity/ run games All teachers to complete a class questionnaire to identify non-active children so they can be encouraged to participate in after school clubs and targets by the play leaders at lunchtimes.	Progressive Sports at lunchtime- £4850 (costed above)	- Every year group after school sports club was full - Use of external coaches (experts) has helped to inspire children - A high percentage of children attend out of school clubs through interests in sports introduced at school E.g. 76% children in Year 4 and 86% children in Year 6 attended an outside sports club.	Provide a wider range of after school clubs to inspire children to try new sports and become more motivated in participating. Have sport coaches run a variety of lunchtime sports to engage a wider range of children in physical activity
All children have higher quality experiences in targeted sports	Tokyo days provided by Progressive Sport to celebrate the Olympics External sports visitors (e.g. cricket, badminton, tri-golf etc) Chance to Shine Cricket Club to teacher Year 3 cricket to inspire them to participate more widely in other sports.	Progressive sports- £540 Chance to Shine CSET coaches- £3186 (costed above)	- All children participated in the Tokyo Days and were able to try out new sports - Year 3 were able to have high skilled coaches deliver them cricket along with teachers observing for CPD- really positive feedback given by the children - Children enjoyed trying new sports such as flag	Form more links with local clubs to raise physical activity levels outside of school and create Active Links Continue to run extra sporting events to celebrate sport Enter a range of inclusive external sport events

	Inclusive sports promoted through further resourcing for engagement and breadth		football with CSET and will look to compete In this next year - SEN children/ non-active children are participating in sports and showing progression in their skills	
Additional support for pupils, especially those who have experienced low levels of activity during lockdown	Targeted coaching for individuals	£2868.64- Progressive Mentoring (costed above)	- Raise of children's PE skills levels - Pupil feedback on mentoring is positive and children are applying skills in their lessons/ unstructured times - All children participating in competition within school	To run playground leadership training for Year 5 children to then target children with low levels of activity at lunchtimes To continue the provision of mentoring for children who are impacted by lockdown and need support with their mental health/ wellbeing through the use of sport.

Key indicator 5: Increased participation in competitive sport				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:
Increase amount of competitive sport engagement (internally and externally).	Intra-sports and Inter-sports activities are promoted (including release time as needed)	CSET- £3186 (costed above) Progressive Sports- £100	- Due to COVID restrictions we were unable to compete in external sport competitions, however we did arrange a friendly Y5/6 boys and girls football match in Term 6 - Intra sport competitions have been carried out in PE lessons - Whole school Sports day in Term 6 allowed every child to participate in a range of events during the day	Continued uptake on opportunities that arise Provide children with other opportunities to lead such as during joint/infant and junior PE events Begin to provide more competition opportunities for B and C teams using local school links Run intra-sport competitions each term
Increase levels of success in competitions	Celebration and promotion of sporting achievement within the school	CSET- £3186 (costed above)	- Children show good sportsmanship in lessons and competitions - Children talk positively about sport	Look at the external competitions being offered and link in with PE lessons/ after school clubs Continue to celebrate sporting successes

Signed off by

Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	