

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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.

2020 / 21 was a difficult year due to Covid 19, but we did as much as possible within the risk assessment guidelines.

Key achievements to date until July 2021	Areas for further improvement and baseline evidence of need:
<p>Whole school approach to PE</p> <ul style="list-style-type: none"> • Achieved School Games Gold Mark for PE in 2018/19, converted from silver in 2017/18 (see all requirements) • Employed a designated PE teacher to deliver PE across whole school • All children participated in 2Hours PE each week • All KS2 children were offered 2 PE after school clubs per week 19/20 • With the help of our sports ambassadors and play coaches we have run lunchtime sports games • We competed in level 2 competitions, tag rugby, dance festival, dodgeball, gymnastics, quicksticks hockey, kwik cricket, orienteering, athletics 19/20 • All KS1 children attended Multi Skills festivals 19/20 • All children received a fitness test at the beginning of the year and end of year, with improved results • We held Judo and Fencing events, all children attended 19/20 - We held a fencing after school club - We held a lunchtime sports club for all children once a week during the summer term - Travel to Tokyo -We took part in the Travel to Tokyo with Get Set which tracked all sports children and adults took part in. -We offered and delivered a lunchtime Kit Fit class for adults in school. • Sport was reported monthly on the school newsletter • Wake and shake was planned into each class timetable on a daily basis • Introduced and trained a member of staff for the Big Moves programme - We held sports Day for all children - June 2021 -We took all Year 3, 4, 5 and 6 swimming for the summer term 	<ul style="list-style-type: none"> • Continue to identify and monitor the inactive children across school, ensuring they have a voice • Continue to promote different sports which are happening outside of school and local area • Ensure more teachers take the opportunity to undertake CPD in an area of PE over the academic year • Continue to introduce new initiatives to increase the daily activity that children receive in sport – personal best challenges or daily mile • Plan and introduce Big Moves programme across the school • Take part in the unity cross country events

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

Please report on your Swimming Data below.

<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 which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>Understanding the dangers of water</p> <p>Being able to rescue others from outside the water</p> <p>Being able to self-rescue when in the water</p> <p>Understanding who to call for help</p> <p>Knowing the procedure for first aid and cpr</p> <p>Understanding how to use a defibrillator</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 see note above</p>	<p>60 %</p> <p>(9 Year 6 children)</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 see note above</p>	<p>20 %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100 %</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>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: £16613		Date Updated: 31 st July 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: 73%	
Intent	Implementation		Impact	Sustainability and suggested next steps:		
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?		
<p>New Lead teacher and subject Coordinator for school sports dedicated to raising the profile and quality of school sports</p> <p>Promote physical and mental wellbeing across the school</p> <p>To provide and boost 30 minutes of Physical Activity per day</p> <p>To improve the fitness of children</p>	<p>Staffing re-organisation to allow 1.5 days for school sport role, to include delivery of games and PE timetable</p> <p>Plan into timetable delivery of daily Big Moves programme</p> <p>Create action zones around playground and train dinner supervisors/teachers/sports coaches to deliver activity safely</p> <p>Deliver fitness testing and proactively encourage children to take part in activity on offer</p>		£12108	<p>Maintain school games gold mark in 2020/21 and 21/22</p> <p>All children receive quality PE teaching</p> <p>Delivery of Big Moves program and register of children attending</p> <p>Wake and shake on timetable</p> <p>Most improved children, monitored by school coaches</p> <p>Organised lunchtimes with timed challenges e.g how many star jumps in a minute – class/school record</p>		<p>This is sustainable and will continue</p> <p>Staff observation to improve quality of teaching</p> <p>PE CPD courses for staff</p> <p>Provide training for new school games coaches and lunchtime supervisors</p> <p>Continue to improve playground Zones</p> <p>Continue to hold forums</p> <p>This is sustainable and will continue</p>

			<p>Most improved children, monitored by school coaches</p> <p>Pupil voice – children feedback plus ideas</p> <p>Register of children attending after school clubs</p> <p>Results from fitness tests</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:

0%

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>Sports Assemblies– profile of PE and sports activity.</p> <p>Share children’s achievements with all in celebration assembly.</p> <p>Celebrate in/outside school achievements</p> <p>Sporting events communicated effectively in assembly and newsletter</p> <p>Inspirational visits to motivate children. Eg fencing, judo, inspire</p>	<p>Ensure sports display board is up to date with what’s going on and showing sporting success and photos</p> <p>Lead teacher/school coaches update with lunchtime activities/after school clubs</p> <p>Sports certificates awarded</p> <p>Sporting events on newsletter, facebook etc.</p> <p>Sports Lead teacher to contact</p>	£0	<p>Using the school games values, children are awarded certificates – encourages and inspires other</p> <p>Children are proud to have their achievements on the school newsletters, notice board, website etc</p> <p>Children can talk about role models in sport</p>	<p>The benefits of raised sports profile is visible and commitment to funding PE is continued.</p> <p>Consider inviting parents to sports assembly termly</p> <p>Continue to communicate all sporting activity</p>

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athlete. Links with Ivanhoe and Ashby to promote PE and sport.	sporting venues/clubs to invite them into school and risk assess			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	6%

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:
Team teaching opportunities so all staff can contribute in providing 30 minutes of physical activity a day To improve the mental health and wellbeing of children	All staff to work with lead teacher to improve delivery of wake and shake, lunchtime activities Staff meetings on PE and mental health/wellbeing Trained staff to deliver big moves	£930	Variety of interventions observed All children participating with effort Raised awareness for pupils of the link between activity and wellbeing Increased number of children benefitting from big moves	CPD / Team teaching and cascade of PE skills Attend PLT meetings to keep updated This will continue assuming funds are available

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
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21%

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:</p> <p>To engage all pupils in physical activity</p> <p>To promote a range of sports available outside of school</p> <p>To provide taster sessions for new sports</p>	<p>Provide lunchtime and after school clubs</p> <p>To hold PE forums</p> <p>Employ external providers to deliver alternative sports (eg Inspire athlete, Judo, Fencing) to inspire them to take up a club</p>	£3575.00	<p>Increased participation of extracurricular clubs and lunchtime activities</p> <p>100% of children attended taster sessions</p>	<p>Continue to promote clubs/activity</p> <p>Proactively continue to identify and engage with a range of sports clubs</p> <p>Next steps</p> <p>To have a list of sports children participate in outside of school</p>

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>Increase the number of children participating in an inter-school sport competition</p> <p>All children will participate in a range of different competitive sports which are inclusive to all</p>	<p>Sports leader to promote and deliver competitions</p> <p>Track the number of children taking part in competitions</p> <p>Offer competition on an all inclusive basis</p> <p>Identify inactive children and monitor</p> <p>All PE lessons are competitive in team games</p> <p>House fitness test – most improved house</p> <p>Run to London</p> <p>Sports day</p> <p>Sports values sticker</p>	£	<p>Increased participation in inter-school sports competition</p> <p>After school club participation</p> <p>17% Of SEND children in KS2 attended after school club</p> <p>31% Of KS2 children attend after school club</p>	<p>Continue to enter inter-school sports competitions</p> <p>Next steps – identify one new competition to enter next year ie cross country</p> <p>All children will continue to have 2 hours of competitive PE a week</p> <p>Continue to promote after school clubs</p>

Signed off by	
Head Teacher:	Mrs Natasha Clark
Date:	31 st July 2021

Created by:



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Physical
Education



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Subject Leader:	Mrs Emma Pester
Date:	31 st July 2021
Governor:	Mr Andy Spencer / Mrs Roz Tanner
Date:	31 st July 2021