

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](#).

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"> • Exposing children to a variety of different sports and activities inside and outside of school. • To enable a wide variety of children to attend competitive sporting events outside of school and introduce more intra-school competitions. • Developing closer links with local clubs. • Improving the equipment available to children at break and lunch times. • Developing techniques to support children with social, behavioural and emotional needs through sporting activities. • Developing our Year 6 Sports Leaders. • Attending more competitions within the local community and further afield. • Designing the new Upper and Lower School Playground. • Staff attending a variety of CPD sessions. • Introducing new sports into our curriculum and creating whole school PE projects. 	<ul style="list-style-type: none"> • Continue to target our inactive children. • To raise the profile of PE across the school focusing on developing our understanding around the importance of leading a healthy and active lifestyle. • To develop our staff's understanding of how PE and sport can have a positive impact on behaviour and improve physical and mental wellbeing. • Post-Covid-19 whole school focus - using PE and Sports Premium funding as a tool to improve whole-school wellbeing. • Improve children's fundamental skills in PE from an early age e.g. throwing, catching etc... • Purchasing suitable storage equipment to ensure new equipment purchased lasts for future generations. • Continue to expose children to a variety of sports before, during and after school. • Create daily opportunities to expose children to physical activity (at least an additional 30 minutes a day). • Develop our forest school provision. • Encourage active travel to school • Provide additional top-up swimming lessons to pupils who have not met the national curriculum requirements by the end of Y5/6.

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 2020 to March 2021	Total fund carried over: £5476.33	Date Updated: 16/03/2021	
What Key indicator(s) are you going to focus on?		Total Carry Over Funding: £5476.33 (2019/20) + £2610.87 (2020/21)	
Intent	Implementation		Impact
Using PE and sport as a tool to improve behaviour across the school, which will enable all pupils to learn and thrive in a safe working environment Using physical activity as a tool to improve pupil's wellbeing, growth mind-set and behaviour for learning through yoga.	To target key children (SEMH) and work with them to develop strategies to deal with particular emotions to help improve behaviour for learning. Working with pupils and parents to identify physical activities outside of school to support their children's mental and physical wellbeing.	£1650 (Autumn Term) £1650 (Spring Term) £1950 (Summer Term)	Parental/community and staff feedback. Pupil feedback. Governor monitoring. Impact on teaching and learning (results). Improved attendance. Improve behaviour for learning across the school. Develop lifelong learners of PE/sport, particularly pupils who may not always be active. Teachers embed more active lessons into their teaching practice and develop new techniques to support children's well-being Behaviour improves across the school - during lessons and at playtimes. Parental feedback about
Staff meeting to discuss impact, what's working in particular year groups etc... Staff to have access to the resources and strategies, which they can implement into their classroom.			

			<p>behaviour improvement at home.</p> <p>Lifelong learners of PE/Sport developed in pupils who may not always be active.</p> <p>Pupil feedback.</p>	
To improve our Forest School provision across the school.	<p>Hire a Local Forest School Practitioner from Grow Outdoors to work with groups of children throughout the year - targeting all year groups.</p> <p>Identify opportunities for staff to attend sessions and/or organise additional CPD sessions to enable our teaching staff to lead sessions in the future,</p> <p>Replace worn/damaged tools and equipment as well as new items of clothing for safety, protection, warmth) - audit to be carried out. Work with Zoe to identify equipment, which will help to improve our forest school provision.</p>	<p>£720 (Autumn Term)</p> <p>£1560 (Summer Term)</p> <p>£557.20</p>	<p>Opportunity for children to access Forest School activities safely - helping to embed P.E. and outdoor activities into our school's curriculum.</p>	<p>Autumn sessions were very successful. Additional summer sessions to be arranged.</p> <p>Identify CPD opportunities to improve staff's knowledge and understanding of teaching Forest Schools.</p> <p>Appropriate storage to be purchased to ensure the equipment can be sustained for future years to come.</p>

Swimming provision at HPA:

Due to previous and current Covid-19 restrictions, our planned swimming sessions this academic year and some of last academic year have not taken place. When our local pool can safely reopen and accommodate our pupils, we will be prioritising our current Y5/6 cohorts.

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 2021.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: £19,590 Total spend to date: £19,177.88	Date Updated: 18/03/2021		
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: 47%
Intent	Implementation		Impact	
<p>Purchase a variety of equipment to improve the delivery of PE and expose children to a broader range of activities.</p> <p>To replace all worn and damaged equipment, to ensure children can keep active safely and access our PE curriculum fully.</p>	<p>School survey to be completed on what equipment needs to be purchased to help improve the teaching and learning of PE.</p> <p>Audit of current equipment to be carried out at the start of term.</p> <p>Refer to our PE curriculum map and identify areas where new sports could be introduced to the curriculum. Also, discuss with other curriculum leads how specific equipment could help improve the teaching and learning of other subjects, whilst encouraging active learning.</p>	£1499.13	<p>Children have access to safe, high quality and appropriate PE equipment that enables them to engage in regular physical activity.</p> <p>Active learning is evident across our curriculum, not just in the teaching of PE.</p>	<p>Audit carried out with staff and equipment purchased at the start of the Autumn Term.</p> <p>This has enabled classes to complete daily physical activities in line with our Covid-19 Risk assessment.</p> <p>Ensure appropriate storage of equipment is maintained to ensure equipment lasts for future cohorts.</p>

To improve our active playtimes, ensuring our children access at least 30 minutes of physical activity a day in school.	Purchase a variety of cycling and balancing equipment to develop children's skills in this area and improve our playtime provision.	£4052.88	Children have access to safe, high quality and appropriate PE equipment that enables them to engage in regular physical activity. Active learning is evident across our curriculum, not just in the teaching of PE. All of our pupils have opportunities to access at least 30 minutes of additional physical activity per day in school.	Audit carried out with staff and equipment purchased at the start of the Autumn Term. This has enabled classes to complete daily physical activities in line with our Covid-19 Risk assessment. Ensure appropriate storage of equipment is maintained to ensure equipment lasts for future cohorts.
Daily breakfast and lunch time clubs to improve our engagement of all pupils in regular physical activity.	Liaise with an external agency (Premier Sports), to identify an appropriate timetable.	£3640 (Summer Term)	Breakfast and afterschool clubs to be offered to particular groups of children. Engaging more pupils in daily physical activity. Lunch time provision to be accessed by all pupils.	Train sports leaders to work alongside the coaches to build their confidence to run their own lunch time clubs.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 0% (of 2020-21 funding)
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Intent	Implementation	Impact
Developing our school staff's understanding of how PE and sport can positively impact pupil's wellbeing, with a particular focus on mental health. Using PE and sport as a tool to improve behaviour across the school, which will enable all pupils to learn and thrive in a safe working environment.	Whole school training for the whole academic year of 2020/2021 (Invested Wellbeing). Access to weekly resources virtually, which can also be accessed future years. To be accessed by all staff	£2222 (coded to SPF 2019/20, with CPD taking place in 2020/21) Parental/community and staff feedback. Pupil feedback. Governor monitoring. Impact on teaching and learning (results). Improved attendance. Improve behaviour for learning across the school.

	<p>members.</p> <p>1:1 and small group sessions available with the team to enable staff to discuss specific concerns related to their year group/class.</p>		<p>Develop lifelong learners of PE/sport, particularly pupils who may not always be active.</p> <p>Teachers embed more active lessons into their teaching practice and develop new techniques to support children's well-being</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.6%
Intent	Implementation		Impact	
To improve the confidence, knowledge and skills of our staff when teaching PE.	Through a staff survey, identify the needs of our teaching staff (particularly our NQTS) in regards to confidence and competence to teach all areas of the PE curriculum.	£TBC	Teaching and assessing of PE improves across the school. Better consistency of teaching and learning. Improved confidence to teach all aspects of the PE curriculum.	
To ensure the PE Lead is up-to-date with legislation, can reach out for support from other colleagues in the country and is able to access a variety of CPD sessions to support staff.	AfPE Membership - access to CPD for all staff members. Up-to-date guidance on all aspects of PE. A 24/7 legal advice helpline.	£115	Staff are more knowledgeable in this curriculum area. Advice can be accessed by all to help improve teaching and learning	Appropriate resources to be downloaded and available on the Google Drive for all staff to access.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37% + 11% (explained in carry forward)
Intent	Implementation		Impact	
To incorporate PESSPA across the curriculum, developing children's knowledge and understanding around leading active lifestyles, whilst also raising the profile of PE across the school for whole school improvement.	Employed Premier Sports Coaches to deliver GOAL, Wellbeing, Sport & Dance to children in Reception-Y6.	£3000 (Autumn Term) £1170 (Summer Term)	Half-termly impact report statements from activity professionals. Children and staff develop a greater understanding of the importance leading a healthy and active lifestyle. Children are exposed to a range of sports and activities. Developing life-long active learners.	

			Improving health and well-being across the school.	
External agencies employed to deliver after-school clubs to a range of pupils (ages and abilities) throughout the year.	<p>Premier Sports (x2 weekly)</p> <p>Boogie Bounce (x1 weekly)</p> <p>Chance to Shine Cricket (x1 weekly)</p>	<p>£540 (Autumn Term)</p> <p>£1170 (Summer Term)</p> <p>£1120 (Summer Term)</p> <p>£260 (Summer Term)</p>	<p>Higher percentage of children able to attend after-school club as parents will not be charged.</p> <p>A variety of pupils can be targeted throughout the year e.g. Boogie Bounce to target inactive and children with SEMH needs.</p>	<p>Encourage children to attend clubs in the local area. Vouchers to be given to children who attend Boogie Bounce, to enable them to attend Jump Warehouse.</p> <p>Continue to expose children to a variety of extra-curricular sporting clubs.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
To participate in virtual competitive events this academic year or until Covid-19 guidance changes.	Intra-school events to take place and results to be submitted on the SSP website to be compared with schools within our county.	£0.00	Increased participation in competitive sport for all pupils. Our children will develop key competitive skills, which will positively impact our children in many different ways.	Identify ways to incorporate more intra-school events throughout the school.
Other indicators identified by the school				Percentage of total allocation:
				0%
All children to achieve their 25m in Swimming - No swimming to take place in the Autumn/Spring Term as per our school's Covid-19 Risk Assessment and current government guidelines.	All remaining non-swimmers achieve their 25m thus meeting the statutory requirements of the national curriculum for PE. Any child in Year 5 or 6 that cannot currently swim 25m to attend catch-up sessions in the summer. Assessments in Y3/4 to be carried out to identify any early intervention.	TBC in the spring/summer term	Increased percentage of pupils increasing their distance swimming by 10 metres. Higher percentage of pupils being able to swim 25 metres at year 6 (whole school target of 100%).	
Year 2 Water confidence and safety lessons - TBC if this can still take place in the summer term.	Arrange with the local high school and swimming coach suitable sessions in the summer for year 2 to attend.	TBC in the summer term	These sessions will help to provide a foundation to help children meet the national curriculum requirements for swimming and water safety. It will enable pupils to build their confidence in the water.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	