

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](#).

Created by: Supported by:

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"> ● Some staff receive CPD sessions from sports coach. Could not continue with all due to Covid. ● Football and gymnastics competitions were both competed in, along with some inter-school competitions at Jack Hunt. ● Morning, lunchtime and after school clubs ran until Covid. ● New curriculum map written and ready for introduction in September 2020 (delayed use until end of Covid). ● Bronze and Health ambassadors took part in training sessions until Covid. ● Talented Athlete Programme provided by Inspire+ taken part in. ● Playground markings and outdoor learning equipment used for PE lessons and KS2 Bikeability and EYFS physical development. ● Year 5 Young Explorers programme provided until Covid. 	<ul style="list-style-type: none"> ● CPD sessions provided for all staff including lunchtime supervisors. ● Implementation of curriculum map and subject expectations. ● All children to enter relevant festivals/competitions once available. ● Raise profile of Bronze and Health ambassadors and house captains throughout the school. ● Top up swimming sessions to ensure all are achieving the required level by the end of year 6.

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 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
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>All of the below data is based on the current year 6s year 5 results. Due to Covid we were unable to go swimming until the last half of the summer term. We took all those who hadn't achieved the required 25m. However, due to issues with flooding, the pool had to close on our assessment day. This meant that we could not have any data recorded officially for all those swimming in this term.</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 2021.</p>	<p>38%</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>39%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>61%</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>Yes/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: £19,590		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?:
1. All children to take part in regular physical activity. Sports Coach to enforce.		1. Timetable 2 hours of PE weekly for every class. Schedule sports run by sports leaders at lunchtimes.			1. All children taking part in the required amount of PE during each week.
					Sustainability and suggested next steps:
					1. Keep employing sports coach to ensure all PE is delivered to the standard expected and hours needed.
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:

<ol style="list-style-type: none"> 1. Sports coach to plan and deliver PE lessons and clubs for both Key Stages. Sports coach to monitor quality of lessons deliver by class teachers. 2. Clubs provided again when possible. 	<ol style="list-style-type: none"> 1. To continue employing sports coach to plan and deliver a range of sports following new PE curriculum map for all year groups. 2. After school clubs for individual year groups during summer term - KS2, Kick-Off Soccer able to be back in. 	<p>£13,000 (cost of having sports coach)</p>	<ol style="list-style-type: none"> 1. This year has been difficult again and we've had to adapt PE lessons and the plans throughout the year. Some sports, again, have not been able to be delivered. Staff have continued to adapt when required and have all been delivering their own PE lessons throughout the year. 2. After school clubs provided for KS2 during summer term - Yr 3 Kick-Off Soccer, Yr 4 Hockey (parent volunteer), Yr 5 Basketball, Yr 6 Athletics. Have to keep it as individual year groups due to COVID which impacted our decision just to do KS2. 	<ol style="list-style-type: none"> 1. With the new PE scheme, having a clear curriculum will make it easier for us all to follow and adapt, along with using good quality lesson plans. 2. We will continue with clubs again in September and hopefully be able to have them all year this year. KS1 will also have clubs to do as we will be able to do phase bubbles from September. This will also mean the gymnastics clubs will also be able to start again.
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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:
1. Purchase PE scheme to help teachers improve confidence in teaching PE - Get Set 4 PE	1. This scheme has structured lesson plans for teachers to follow, has the PE curriculum in one place for teachers to find, and a clear way of assessing pupils in PE. The company also provides free CPD training for all staff in different areas.	£825	1. Some year groups have already tried some lessons - had full engagement of pupils, found lesson plans very easy to follow and glad of the adaptations clearly listed throughout the lessons. We will be able to see more of an impact with the whole programme from September when all teachers will be using this for their lessons and assessment material.	1. This is a 3 year programme paid in to. Will be assessing how well this is used and how helpful it is to all at the end of each year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<ol style="list-style-type: none"> 1. To offer a range of lunchtime and after school clubs for all year groups. 2. To take part in relevant events with Jack Hunt when available. 	<ol style="list-style-type: none"> 1. Sports coach to timetable sports for after school clubs. Liaise with outside providers for gymnastics, football and hockey clubs. 2. Each class to attend relevant events with other MAT schools at Jack Hunt. 	<p>(cost of employing sports coach and being part of the MAT)</p>	<ol style="list-style-type: none"> 1. Sports coach to deliver clubs in Summer term - all for KS2 (see section 2) 2. We were still unable this year to actually go to Jack Hunt to take part in any other sports events due to Covid. Year 6s took part in their virtual Athletics competition they provided throughout the MAT. 	<ol style="list-style-type: none"> 1. From September, we will look to see how we can work with outside contacts to provide a broader range of activities and encourage children to join outside school clubs. 2. This will become easier from September when more Covid restrictions have been lifted.
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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:
1. Year 6 took part in virtual Athletics provided by Jack Hunt for the academy	1. Year 6s were learning to do some new athletics activities and taking part in a range of running, jumping and throwing in a competitive way	(cost of being in the MAT)	1. After learning new activities, they were more confident to take part in more throwing events on sports day. Their competitive nature has improved and we've found they are learning to show more sportsmanship with each other.	1. From September, we will be able to take part in more competition events from Jack Hunt, and all the others throughout the year - gymnastics, swimming, tag rugby etc. - that we have not been able to do due to Covid.

Overview of expenditure 20-21

Sports Premium 2020-2021	Name	Actual
	Income Primary School PE & Sport Funding : (P01)	£19,570.00
	Sports Coach	£17,692.19
	Learning Resource Materials : Get Set 4 PE	£46.66
	Coaching : (Sports Partnership)	£4,500.00
Totals		-2668.85

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Kerry Hunt
Date:	30/07/2021
Governor:	
Date:	