

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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:

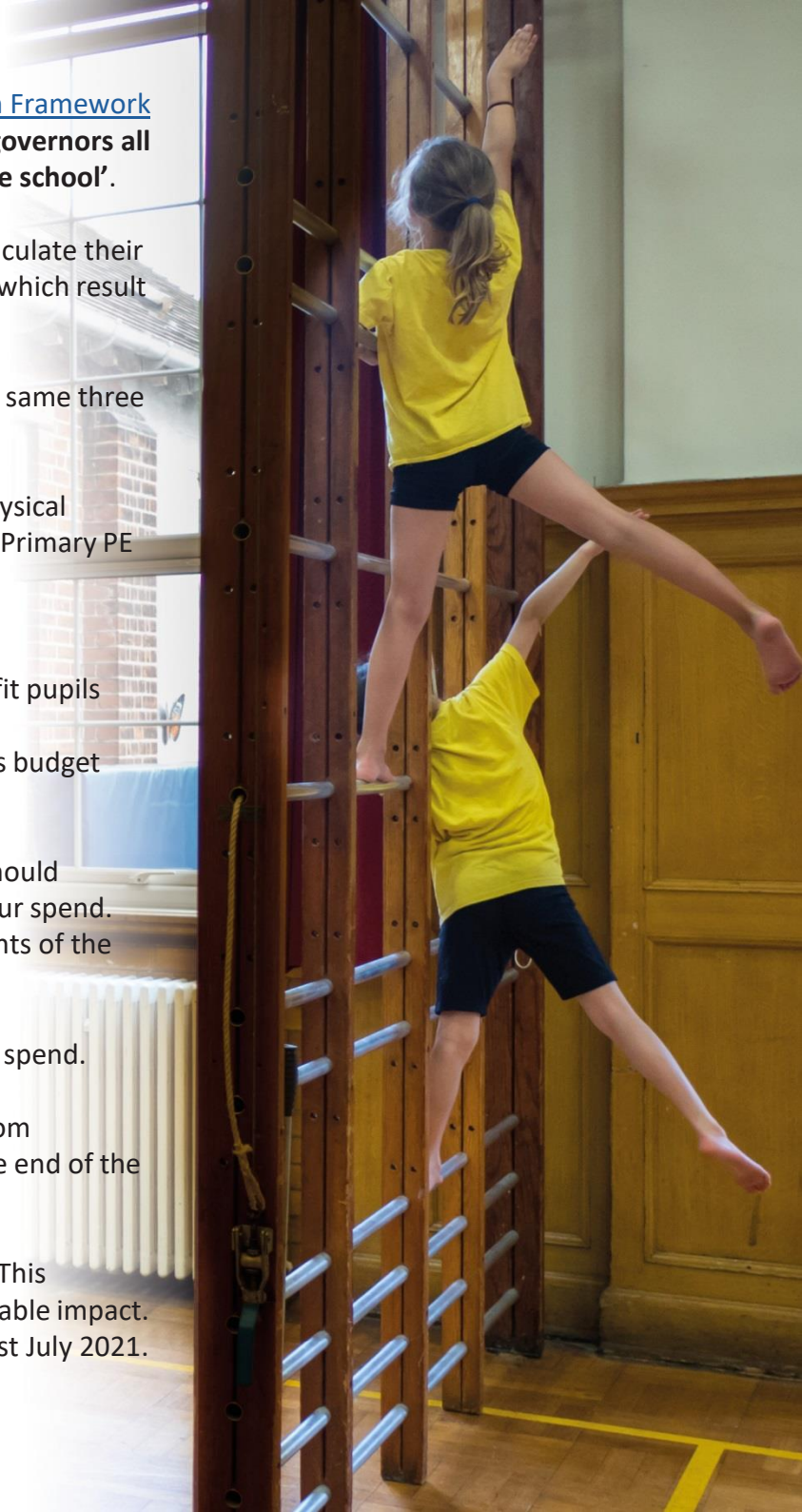
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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:
<p>Gold School Games Mark maintained</p> <p>School provides a wide range of sporting opportunities for pupils in all year groups:</p> <p>All girl multi-sport club delivered after school by specialist</p> <p>Football club delivered after school by specialist</p> <p>Cricket club delivered after school following pupil voice findings by specialist</p> <p>2 x netball clubs delivered by expert teachers by specialist</p> <p>Access to a wider range of sports clubs has increased the number of children taking part in extra-curriculum sporting activities.</p> <p>Engagement of all pupils in regular activity has been embedded across school, through use of the daily mile track, walk to school initiatives and Sports Council playground equipment.</p> <p>Employed PE specialists working throughout school to teach lesson and provide CPD to all teaching staff.</p>	<p>Increased engagement in competitive sport (intra and inter school) for all children including children with additional needs post covid</p> <p>Continue to improve lunchtime provision and opportunities available to all groups of pupils.</p> <p>Continue to maintain Gold School Games Mark.</p>

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

Total amount carried forward from 2019/2020 £7260
+ Total amount for this academic year 2020/2021 £19440
= Total to be spent by 31st July 2021 £26700

<p>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 which you can transfer to the pool when school swimming restarts. 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>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. Please see note above.</p>	% TBC
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.</p>	% TBC
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% TBC
<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>	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: £	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:	
			7%	
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?
Pupils receive the government recommended 2 hours of P.E. a week to promote engagement in sport and encourage a healthy lifestyle.	Monitor timetables to ensure 2 hours of P.E. is being taught weekly.		N/A	Pupils understand the benefits of physical activity. Pupils feel happier and healthier.
Provide SEN specific P.E equipment.	Liaised with SEN team and ordered suitable equipment. Assign specific hall time for this to be used.		£395.84	SEN children have appropriate equipment and can use this to improve their access to regular physical activity.
Playground equipment provided for sports activities during playtimes.	Teachers liaise with each other to discuss equipment be best used to improve regular physical activity at breaks.		£1134	Children are becoming more active during their break times by using the new equipment.
Sports Council to purchase sporting equipment to use for structured learning during playtimes.	Sports council use pupil voice to decide on which equipment would be best used to improve regular physical activity at breaks.		£800	Children are becoming more active during their break times by using the new equipment.
				Sustainability and suggested next steps:
				Continue to share P.E LTP with P.E teaching staff. Use pupil voice to be flexible with the sports delivered.
				Review provision of P.E for SEN children with appropriate staff termly.
				Continue to monitor stock in playground equipment tubs and replenish when needed.
				Continue to monitor stock in playground equipment tubs and replenish when needed.

To encourage more pupils to walk to school. Walk to school scheme to be continued for all key stages to promote healthier options for children, adults and the wider community.	Ensure all staff are monitoring the children's travel to school daily to contribute to additional exercise for the children.	N/A	Walk to school scheme monitored and promoted by designated member of staff. Comparisons made to baseline data collected at the start of the year to monitor impact on a half termly basis.	Badges awarded half termly to pupils in each class who achieve the target monthly.
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:
To create an effective school council.	Sports council representatives to be selected and meetings to be held half termly (covid)	N/A	Meeting notes to be shared with school council. Actions taken because of these meetings to develop sense of ownership for all pupils.	Use pupil voice to develop the long term P.E programme of study to reflect pupil voice.
To create a sports notice board to highlight the profile of PE in school.	Inform staff/pupils of upcoming competitions and recent achievements.	N/A	Children will be aware of upcoming competitions. Celebration of achievements in P.E. and further sport.	Continue to enter an increasing number of competitions with additional SEND entries.
Provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum.	For those children in KS2 who have not met the swimming requirements of the national curriculum, additional lessons within school continue to promote swimming and water safety targets.	N/A	Pupils who have not yet achieved N/C in Swimming have attended booster classes with a percentage increase in those achieving by Y6.	Monitor swimming of children using swimphony.

Invite outdoor sports providers into school for school visit days/take part in cross-country sports days and activities.	Organise visits with a variety of visitor and share these dates with teachers.	N/A	Children are motivated to take part in physical exercise.	Explore further sporting role models that will come into school.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 67%
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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?:
Use specialist P.E. coaches to work along-side teaching staff.	All teaching staff to work alongside specialist P.E providers to upskill and improve subject knowledge. Teachers observe and evaluate the CPD lessons run by A. Duncalf and WACT to promote high quality teaching across many skills.	£17,975	Teachers report feedback to PE Specialist and PE Leader at least once a term. PE Leader to observe lessons to moderate the impact of CPD.
Ensure that staff CPD opportunities are offered.	Specialist to focus on CPD specifically dance and multi-skills. P.E CPD resources are shared to all members of staff following training sessions.	N/A	Increased confidence in staff delivering extra-curricular and recreational activities.
Continue to develop and implement cross curricular links with PSHE&C surrounding the new relationship	Work with PSHE&C Leader to establish ways to promote the new relationship curriculum through PE	N/A	Implementation of the health and well-being section of the new relationship curriculum. Staff and
			Sustainability and suggested next steps:
			Continue to ensure that teachers in all subject areas can access CPD training by both HHHS and WAFC staff.
			Monitor the impact of professional development by staff completing a CPD evaluation at the beginning and end of the school year to measure teacher's confidence and pedagogy.
			PE and PSHE&C Leaders to regularly evaluate impacts,

curriculum which includes health and well-being.	and Games. Establish ways we can promote mental health and well-being through theme weeks.		pupils are more aware of the links between physical activity and mental well-being.	ensuring good coverage across the whole school
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%
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:
Provide a wide range of afterschool clubs for children of all ages, based on feedback in audit and school council pupil voice.	Use Audit and School Council as a way of identifying what new opportunities 'all' pupils would like.	£476.80	More children are engaged in after school sports club. Children feel listened too.	Continue the work of the Sports Council post-covid.
Invest in a broad range of equipment to immerse the children in many different sports.	Monitor stock and replenish when/where appropriate. Specialist equipment for pupils with SEND to ensure that they can access the curriculum (sensory equipment, larger sized ball etc)	£5943.83	Enable all children across school to access a variety of sport. Develop a healthy sense of competition with a focus on personal best.	To continue to monitor and review extra-curricular opportunities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
Provide new competitive sport wear for children.	Use recently purchased team kits to provide children with an identity when representing the school. Children feel proud and privileged to represent the school.	£676	Monitor which children are selected to take part in inter-school competitions. To ensure that SEND children are included in inter-school competitions such as Just Join in multi-skills.	Use new sports kits in upcoming competitions.
Team based after-school clubs led by teachers who specialise in certain sports. Allowing more practice times for competitions for children to feel confidence and thriving to success in intra and inter competitions.	Teachers to discuss sports club of their choice with P.E lead and admin staff to organise variety of clubs.	N/A	Pupils can engage in a wide range of sporting activities safely.	Encourage more staff to choose a sport focus after school club to widen children's experiences and knowledge of certain sports.
Specific training sessions to prepare children for competitions.	Teachers and sports coaches prepare all children for competitions, so they have the skills and confidence to enter and represent the school to the best of their ability.	N/A	Pupils can engage in a wide range of sporting activities safely. Pupils represent the school proudly.	Continue to offer after-school clubs to coincide with upcoming competitions to use as practice for these events.

Sustain the number of competitions school attend throughout Autumn, Spring and Summer to maintain Gold School Games Mark.	Compete in up to 2/3 competitions each term to work towards school mark and to also provide children with a broader experience in competitive sport.	(Possible cost of transport TBC)	Children take part in some form of competitive sport at least once throughout the year.	Continue to offer after- school clubs to coincide with upcoming competitions to use as practice for these.
Plan and deliver more Intra-competitions every half term to promote competitive sport within the school environment.	P.E specialist to arrange termly intra-school competitions: within class, class v class and mixed year group.	N/A	All children take part in some form of competitive sport at least once throughout the year.	Continue to share competition calendar with all staff.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	R. Johnstone
Date:	
Governor:	
Date:	