

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:

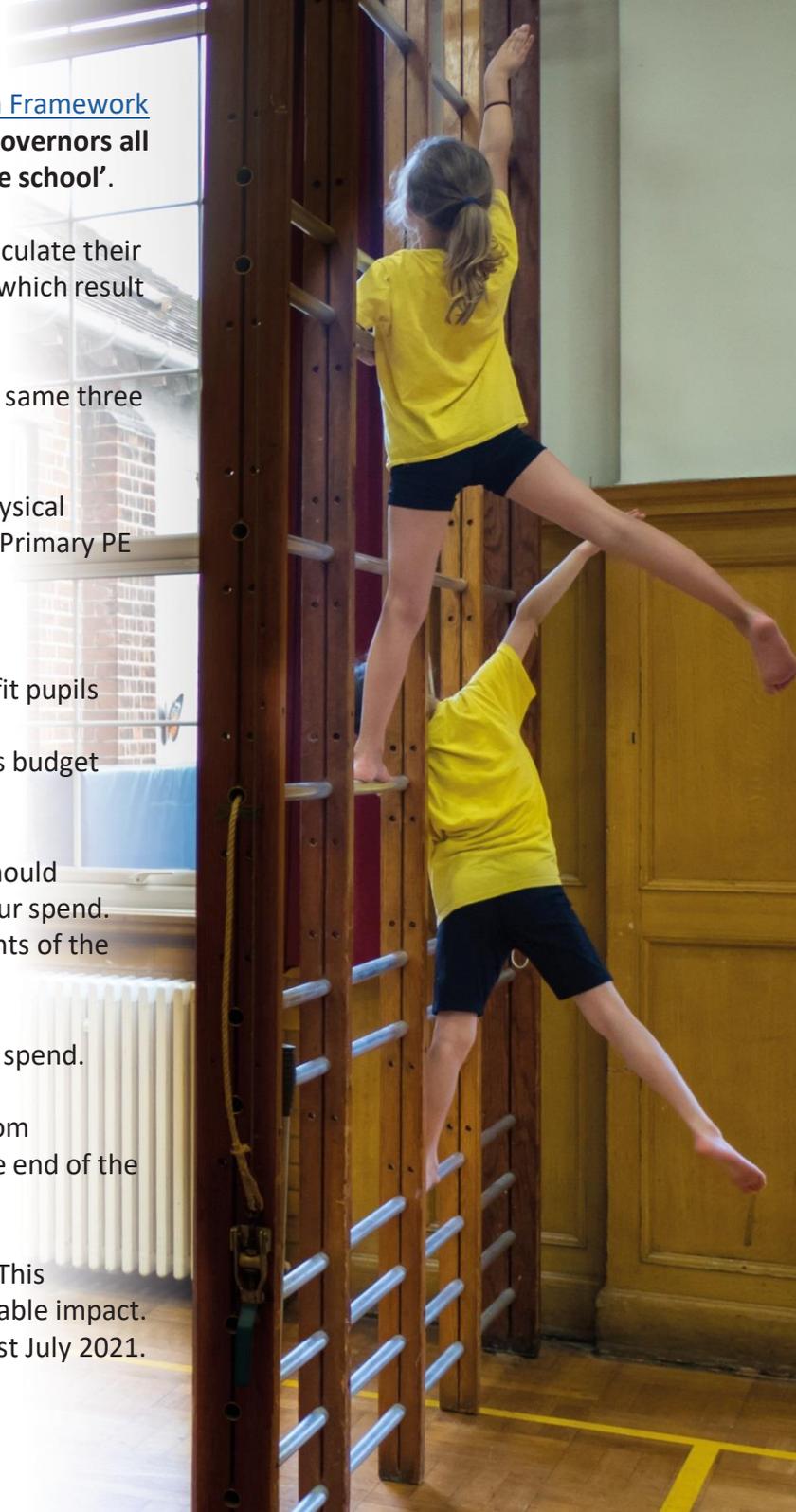
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Maintaining Gold status for School Games mark. • Increased participation in inter and intra house competitions, such as Quad Kids and Pentathlon. • More opportunities for children in lower key stage 2 to develop their leadership skills, through Sports Council ran by Year 3. • Implementation of the schoolhouse system through interhouse competitions. • Increased communication of pupil voice through the use of Sports Council. • Adapted sports day activities so that it can run during a pandemic. • Continued exciting taster sessions for children. • Planned CPD for new subject leader. • Promoting active lifestyles, during school closures to ensure children are staying active at home. • Development and implementation of knowledge organisers for children, parents, and teachers to use. 	<ul style="list-style-type: none"> • High quality active clubs to re-start, following COVID-19 safety precautions. • Reintroduce clubs aimed at children that are less active (Change4life and Girls Active). • Promotion of the schoolhouses and house points in PE lessons as well as in PE competitions. • Promotion of School Games in weekly PE lessons, so children have a clear understanding of the different values. • New opportunities for taster sessions so children are experiencing new sports. • Setting up a new club to ensure children are accessing a range of sports. • The development of forest school to ensure both staff and children are confidently implementing it for outdoor learning. • Continued CPD for staff at school, ensuring all staff feel confident teaching and promoting physical activity.

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

Total amount carried forward from 2019/2020 **£ 3144**
+ Total amount for this academic year 2020/2021 **£ 19393**
= Total to be spent by 31st July 2021 **£ 22537**

<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 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>No data due to covid.</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>Please see note above.</p>	<p>N/A due to no data being collected due to covid.</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>N/A due to no data being collected due to covid.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% however, it was taught on dry land due to covid.</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: £22537		Date Updated: 12/07/21		
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: 15 %	
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?:	
Continue to increase daily physical activity for all children, throughout the school day. Encouraging 30 minutes a day.		<p>The purchase of new playground resources to ensure each class/ bubble had enough resources to stay active during break and lunch times.</p> <p>Challenges to promote physical activity, set by Sports Council, such as Easter challenges.</p> <p>Challenges set at home, by Sports Council, such as the healthy selfie initiative.</p> <p>Support from NOSSP affiliated PE mentor to provide high-quality</p>		<p>£50</p> <p>£3260</p>	<p>Children are now more active at break and lunch times, using resources to initiate new games. All pupils are now active for at least 30 minutes a day.</p> <p>Children have new ideas of how to stay active and are equipped with new games to play. Children have shown positive attitudes towards this.</p> <p>Children are reporting to be active at home and evidence of this from their healthy selfies on displays have promoted clubs and activities for other children.</p> <p>Both adults and children feel more confident suggesting new</p>	<p>Sustainability and suggested next steps:</p> <p>As children start to return to mixing bubbles after covid, re-introduce playground leaders/ ambassadors to ensure children are supported to be active during break times.</p> <p>Maintain playground resources so that each year group have a range of equipment.</p> <p>Ensure Sports council continue to set challenges so that children across the school are encouraged to be active.</p> <p>To increase more outdoor learning opportunities across the curriculum.</p>

	resources and activities to support children being active. Promotion of the weekly mile and use of Go Noodle, super movers and cosmic yoga. Continued use of Active Maths weekly. Planned active sessions in afterschool club. Setting recommending resources weekly for children during lockdown to ensure children were able to be active whilst at home.		games or ways to stay active at break and lunch times. Improved fitness levels across the school. Children's attitudes, engagement in lessons and concentration has improved. Increased levels of physical activity at home.	
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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: 43 %
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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?:
To raise the profile of PE and Sport throughout the school. Children to be aware of the benefits of leading a healthy active lifestyle. Leadership opportunities for pupils	Sports council continued to be used to promote children being active and the importance of health active lifestyles. Continuing to use the house system during PE competitions.		More children are aware of the importance of PE in the school and how sport can be used to stay healthy. Sports Council has given year 3 students opportunities for leadership, where they have led and explained ideas, relating to
			Sustainability and suggested next steps: Continue to promote school games values. As covid restrictions lift, provide more opportunities for children to take part in leadership opportunities. School council to promote

	<p>Opportunities for inter and intra house competitions, such as Quad kids and the School Games' Pentathlon.</p> <p>PE achievements celebrated weekly during assemblies and also during termly newsletters.</p> <p>Termly awards, focusing on the whole school, with a focus being on PE.</p> <p>Weekly assemblies focusing on wellbeing, where links have been made to the impact of being active can have on mental and physical health.</p> <p>PE and sport being raised in years 3, 4 and 5, through an online cricket taster session (chance to shine).</p> <p>PE and sport being raised in years 1, 2, 3 and 5 in sports such as athletics and cricket, taught by an experienced PE mentor (NOSSP).</p> <p>To support school's current health and well-being provision, the school have continued to hire a school councillor to support children's mental health.</p>	<p>£3260</p> <p>£6500</p>	<p>physical activity.</p> <p>Children have positive attitudes towards PE in school and enjoy taking part in physical activity and competitions.</p> <p>Increased participation in sports events, giving children opportunities to celebrate their achievements.</p> <p>Children have increased confidence and knowledge in different sports and skills.</p> <p>Children have a better understanding of the impact physical activity and sport has on children's wellbeing and mental health.</p> <p>Children are supported by a specialist (mental health counsellor).</p>	<p>healthy active lifestyles throughout the school.</p> <p>Support provided for children with mental health difficulties. Funding allocated to pay for counsellors.</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:
				15 %
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>To support staff, including support staff to feel confident delivery PE lessons and activities.</p> <p>Increases knowledge and confidence of subject leader/s, so that PE can be led effectively.</p> <p>Development of understanding of key skills.</p>	<p>Staff have worked alongside a PE mentor (NOSSP), during PE lessons.</p> <p>PE leader has attended PE network meetings.</p> <p>New PE leader to take part in CPD to be able to understand the role in more detail.</p> <p>Resources given to teachers and support staff during lockdown, such as Youth Sports Trust challenge cards.</p> <p>Resources given to year 5 and 6 teachers to support the delivery of safe self-rescue, in line with the swimming curriculum.</p> <p>CPD for Year 2 teachers for girl's football (FA shooting stars).</p>	£3280	<p>Increased confidence and knowledge in staff delivering PE lessons.</p> <p>Knowledge to be able to support other staff members effectively.</p> <p>Knowledge of the role, meaning increased confidence when leading the subject next year.</p> <p>Increased confidence in support staff when delivering PE lessons or activities for the key worker children.</p> <p>Increased understanding of the SSR and confidence delivering these sessions for Year 5 and 6 pupils.</p> <p>Increase confidence and knowledge around teaching girls football, mainly in an after school club setting.</p>	<p>Continued attendance of active workshops and CPD opportunities to ensure the subject knowledge of all staff is developed.</p> <p>Continued use of NOSSP mentor to work alongside members of staff. This will mean all staff are supported to feel confident to deliver PE and sport both within and outside of the curriculum.</p> <p>Allocated staff meeting slot to ensure teachers are secure with their confidence and understand the term 'physical literacy'.</p> <p>Subject leader to attend partnership meetings.</p>

	Implementation of knowledge organisers. Staff questionnaire to assess their confidence and understanding.		Increased awareness of outcomes and skills taught and key vocabulary to use when delivering the lessons. Targeted support for individual staff members based on their answers.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
27 %

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<p>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:</p> <p>To allow children to experience a range of sports and activities.</p> <p>To deliver a broad range of sports and activities within and outside of the curriculum to inspire and engage children.</p> <p>Provide additional clubs set up to focus on children who are less active.</p> <p>Taster sessions to inspire and encourage participation.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Children experience a wide range of sports in their PE lessons over the year.</p> <p>Children are set new challenges/ activities by Sports Council.</p> <p>Children were set active challenges and activities to complete during lockdown meaning children were encouraged to be active at home.</p> <p>Children experiences two major intra and inter house competitions (Quad kids and Pentathlon) ran by School Games.</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children have improved engagement in lessons as they are excited to learn new sports and skills.</p> <p>Children have improved self confidence in trying new activities and sports.</p> <p>Children are remaining active in different ways, outside of the curriculum.</p> <p>Improved physical activity levels in children whilst at home, with reports of increased personal skills.</p>	<p>Sustainability and suggested next steps:</p> <p>To continue to offer a range of sports ad physical activities.</p> <p>To look at more opportunities to engage less active and non-competitive children.</p> <p>To provide children will more taster sessions in the next academic year.</p> <p>Embed 'Girls Active' club, due to it being paused (covid).</p> <p>Start up 'Stoll ball' club.</p>

	<p>Clubs have been established for children that are less active, such as Girls Active and Change4life, however, have been put on hold due to COVID-19.</p> <p>Children in years 3. 4 and 5 have participated in a taster session for cricket (Chance to shine).</p> <p>Purchasing equipment for Stoll ball so that a new club can be set up in the next academic year.</p> <p>New resources for PE lessons, including rhythmic gymnastics equipment purchased to be used alongside planning for gymnastics in year 4.</p> <p>The development of forest school, so that this can be offered to children in the next academic year.</p>	<p>£200</p> <p>£5987</p>	<p>Children have focused on the values of the School Games and have been able to experience competition, focusing on a range of activities.</p> <p>Children have time to experience new sports and activities and are signposted to events and clubs outside of the curriculum and school setting.</p> <p>Children will have access to a new sport that is not taught in the curriculum. (Stoll ball).</p> <p>Children have access to new and exciting resources to help adapt and progress in different skills.</p> <p>Children will have access to a forest school on the school site and will be able to participate in outdoors active learning.</p>	
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 0 %
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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?:	Sustainability and suggested next steps:

<p>To increase participation in competitive sport.</p> <p>To provide opportunities for all children to take part in competitive sport.</p>	<p>Children in Key Stages 1 and 2 have attended two intra house competitions, focusing on Quad kids and Pentathlon.</p> <p>Children have also taken part in inter house competitions in school, against their own year group bubble. Children won house points.</p> <p>Sports council have set challenges and competitions to complete, promoting their achievements in the school newsletters and assemblies.</p>		<p>Increase in number of children taking part in competitive sport.</p> <p>Children's engagement levels have improved due to the implementation of house points.</p> <p>Improved Self Confidence and Self Belief due to new curriculum design enabling children to develop skills before having opportunity to take part in a competition.</p>	<p>Continue to attend a range of events made available by NOSSP, competing against other schools in the local area.</p> <p>Continue to develop inter house competitions in school.</p>
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Signed off by	
Head Teacher:	S. Horbury-Jakeman
Date:	16.7.21
Subject Leader:	A. Marsh / A. Penniston
Date:	14/07/21
Governor:	
Date:	