

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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](https://www.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:
<p>The engagement of all pupils in regular physical activity Active break times, two hours of curriculum PE a week, Playground leaders, lunchtime and afterschool sports clubs, intra house competitions.</p> <p>Staff development Staff CPD working alongside specialist coaches in games.</p> <p>Leadership and pupil voice 16 sports leaders received leadership training to deliver competitive games opportunities with LKS2 pupils at lunchtimes. All pupils in LKS2 participated in at least one term of additional competitive sport.</p> <p>Therapeutic yoga introduced as an extra-curricular as a result of leadership pupil voice.</p> <p>Extra-curricular clubs, competitions & Swimming Broad experience of a range of sports and activities offered to all pupils (opportunities to achieve 25 metres in swimming, range of sports clubs and competitions) Additional extra-curricular yoga club to raised the participation opportunities for less active pupils in term 4 with 14 pupils attending</p>	<p>PE Lessons targets: Further improve staff confidence and expertise through specialist support. Improved percentage of children engaged in sport or physical activity outside of PE.</p> <p>Physical Literacy: Target group to support children and their physical literacy.</p> <p>Extra-Curricular targets: Improved percentage of children engaged in sport or physical activity outside of PE. Continue to expand the opportunities to take part in games and competitions and clubs in a variety of sports and expanding the age range to include all pupils.</p> <p>Swimming target: Use Sports premium to top up year 5&6 chn who have not obtained swimming proficiency. Ensure self-rescue is available.</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.	
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.	84% 75% of sessions were cancelled Due to restrictions and lockdown
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81.8% 75% of sessions were cancelled Due to restrictions and lockdown
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81.8% 75% of sessions were cancelled Due to restrictions and lockdown
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 Booster catch up sessions were cancelled for Year 5&6 children during Summer term.

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:
				%
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:
Raise opportunities for daily activity participation in PE & sport over 2 days for KS2 pupils.	Employ coaches to lead activities for an hour a day over 2 days. <ul style="list-style-type: none"> Future Stars coaching company 	£2,340	All Y3&4 pupils participate in for up to one hour additional physical activity for 2 out of the 6 terms	LKS2 pupils to participate in additional activity at lunchtime
Raise daily participation in physical activity throughout the school day.	Staff meeting to refresh the daily run with additional activities for every class to take part in over the week using the on line daily mile initiative Including – Joe Wickes workout/Shuttleruns/cosmic yoga/Wake n Shake /Go Noodle/10 minute run/ skipping personal	PE lead time	All pupils involved in daily activity during the school day for 10 -15 minutes.	Adapt and vary activities to keep it fresh. Increase activities to further work towards the 30 minute a day guidelines.

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To engage pupils with a range of specific needs including core strength, balance, agility in regular physical activity. As well as those children who lack motivation and focus and struggle to engage in PE sessions confidently	challenge/gymrun session Small group sessions with PE lead 15mins - twice a week developing physical literacy through OT & fundamental movements activities to develop coordination, strength and balance Implemented during enforced class bubbles	PE lead time 5 hours a week	Class bubble groups Y3 – 3 children Y34 – 7 children Y4 – 7 children Children's fundamental movement skills improve from baseline assessment. Children grow in confidence and engagement in other aspects of the school day and specifically PE and physical activity sessions.	This can be incorporated into the PE leads role going forward where covid 19 restrictions allow and extended for children in Y1&2 to support them in fundamental movement skills at an earlier stage to help with engagement and confidence.
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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:

%

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:
Raise the profile and engagement of pupils in striking and fielding games in KS2, invasion games football, athletics and Outdoor and Adventurous Activities in LKS2 and in UKS2.	Future Stars coach employed to work alongside teachers to deliver units of work in football, Cricket, athletics and OAA in all three LKS2 classes over the year. Resumed after lockdown	£ 2,340	LKS2 Staff more confident in coaching high quality, progressive and inclusive units of work in a range of invasion and striking and fielding sports athletics and OAA.	LKS2 Staff more confident and skilled to deliver lessons and units of work independently. Use of lesson plans for all games units of work to use for future use by all staff.
	Two Future Stars coach over two days to run lunchtime coaching for LKS2 & UKS2 children in the sports	£2,340 (as above)	Pupils more skilled and engaged in competitive sports and physical activity.	Raised profile of competitive sports and physical activity to develop a positive legacy of

	listed above to raise participation. Resumed after lockdown			engagement in competitive sports.
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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:
Staff of KS2 pupils increase their knowledge and confidence in delivering a range of invasion and striking, fielding games, athletics and OAA with a clear emphasis on inclusion and progression of a unit of work.	Employ coaches to work with pupils in all KS2 during curriculum time to develop specialist sport coaching <ul style="list-style-type: none"> Future Stars coaching company Resumed after lockdown	As above	All pupils in LKS2 are trained in a range of sports by specialist coaches. 3 members of KS2 staff have been trained in delivering a progressive and inclusive programme for a range of games.	Raised profile of competitive sports to develop a positive legacy of engagement in competitive sports. KS2 Staff more confident and skilled to deliver lessons and units of work independently.
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:
Additional achievements: To raise the skills, engagement and motivation of all KS 2 pupils in a range of athletic and OAA activities Increased motivation and games awareness of pupils in KS2 during intra competitions as well as inter competition.	Employ coaches to work with pupils in all KS2 during curriculum time to develop specialist sport coaching <ul style="list-style-type: none"> Future Stars coaching company Resumed after lockdown	As above	KS 2 pupils increased confidence and understanding of invasion, and striking and fielding games. Increased participation in extra-curricular activities, competition and events.	Momentum of increased participation and confidence in invasion, and striking and fielding games to develop legacy of engagement.

Provide activities in extra-curricular activities – within covid 19 restrictions e.g. tennis, basketball/handball, hockey, gymnastics		Funded by parents in after school clubs	Offer after school clubs for all children in covid 19 safe environment.	Clubs on-going paid for by parents. Increase of competition opportunities.
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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:
Increased uptake of participation in physical and competitive sport inter and intra competition (Where covid 19 restrictions permits) through engagement coaching in curricular sessions.	Employ coaches to work with pupils in all KS2 during curriculum time to develop specialist sport coaching <ul style="list-style-type: none"> Future Stars coaching company 	As Above	Increase of pupils participating in inter competitions. Increase opportunities to participate in intra competitions through lunchtime coaching sessions.	Raised profile of competitive sports to develop a positive legacy of engagement in competitive sports. Year 6 Sports Leaders trained to deliver coaching sessions with LKS2 pupils.
All pupils participated in intra competitions	Whole school cross country events in classes KS2 virtual athletics competition through YA Partnership Online Physical and Mental health and Wellbeing activities during lockdown	PE lead 4 days PE lead 4 days	Increase of pupils participating in extra-curricular clubs including less active pupils	On-going funded through parent paid clubs.
Increase the variety of extra-curricular activities available to support participation in physical activity (Where covid19 restrictions permit)	Employ 2 coaches to work run an extra-curricular hockey and basketball /cricket club <ul style="list-style-type: none"> Future Stars Resumed after lockdown	Funded by parents		

Signed off by	
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Date:	7 July 2021
Subject Leader:	Caroline Moore
Date:	7 July 2021
Governor:	Roger Halliwell
Date:	7 July 2021