

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:

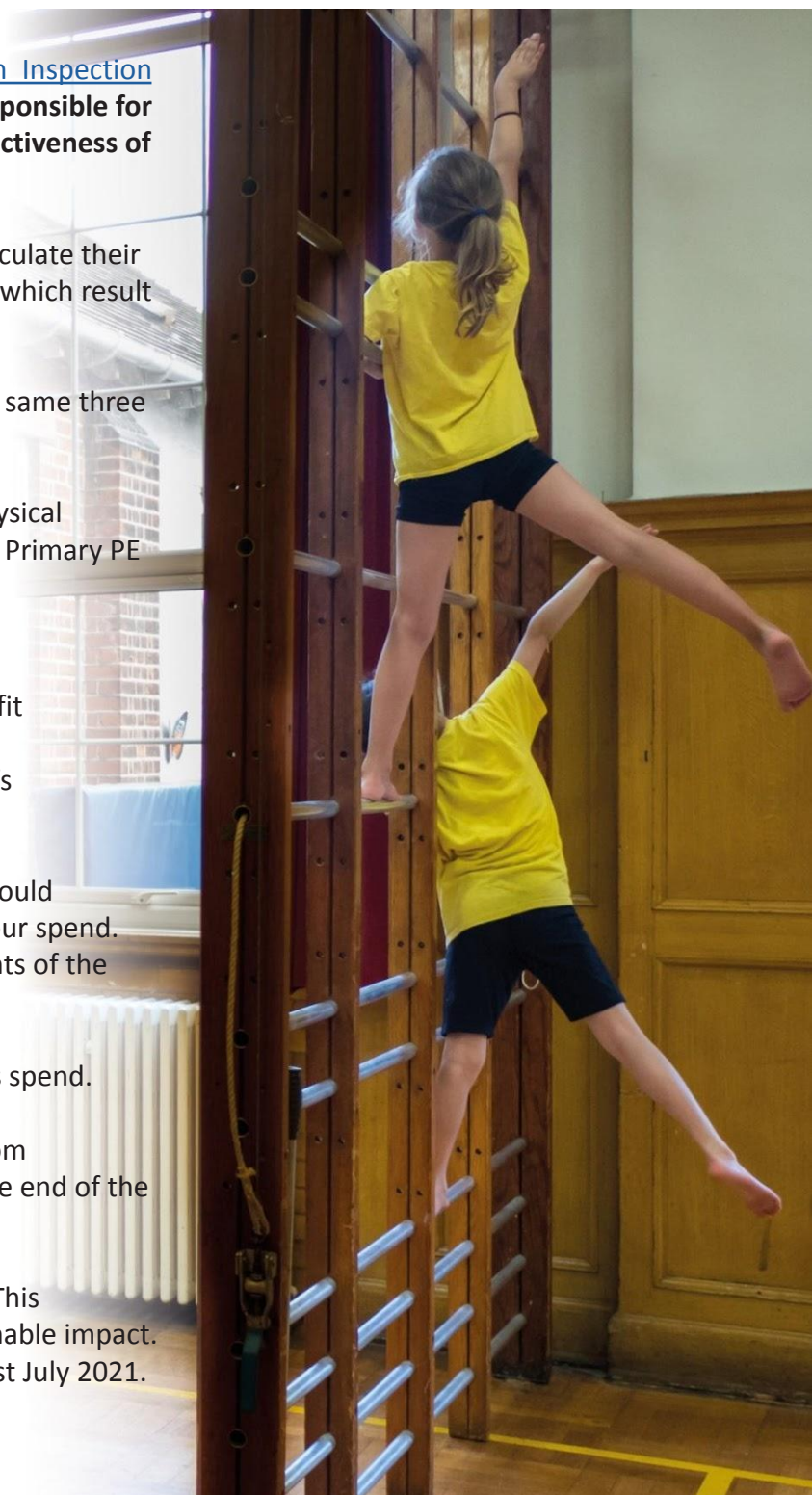
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Adaptation of the curriculum to make it more focused on developing specific skills and ensuring that there is a clear progression pathway for these skills as pupils move through the school. • Most pupils now achieve the Active 60 target through provision throughout the school day, including Active Blasts throughout the day and a focus on active travel to school. • Virtual PE challenges set during lockdown. Children actively participated throughout the lockdown period. 	<ul style="list-style-type: none"> • Further development of assessment within the curriculum to track pupil progress against skills progression. • Targeted work to provide physical activity opportunities for those not yet accessing a range of sports and activities. • Develop links with external agencies and clubs to support identified pupils to access specialist training. • Offer children more opportunities to participate in OAA during school time.

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £1758.23

+ Total amount for this academic year 2020/2021 £6479

= Underspend to be spent by July 2022 £8237.23

<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>We have booked additional swimming lessons for Year 6 to ensure that the number of children reaching the national curriculum requirements increases.</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>24%</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>24%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>24%</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: £17,710 + £8237.23 = £25,947.23		Date Updated: 22.7.21	
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:
					21.3 %
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?:
Every child to access a free sports club at lunchtime.		Hire Game On sports coaches to run 2 ½ hour sessions every lunchtime. This will also link to KI2, as lunchtimes are a time of high anxiety for our children, and offering a more structured approach to lunchtimes will support whole school improvement. Some of these clubs will provide opportunities to try		£5550	More children engaging in physical activity at lunchtimes. Less arguments around games/sports during lunchtime. Children developing sports skills and skills to manage competition and games.
					Sustainability and suggested next steps: Opportunities for MSAs to observe the effective running of activities at lunchtime and how they could develop their practice moving forward. Look at developing this further with a more focussed approach. Identify specific children that need sports and/or social skills development and invite to specific

	<p>new sports, linking to K14. We aim for KS1 and KS2 to have the opportunity to experience a new sport every half term.</p> <p>Autumn 1 activities:</p> <ol style="list-style-type: none"> 1. Social Inclusion Sports (KS1) 2. Social Inclusion Sports (KS2) 3. Football club with focus on rules and social interaction (KS1) 4. Girls Football (KS2) 5. Smart Moves motor skills (KS1) 6. Handball (KS2) 7. Try a new sport (KS1) 8. Ultimate Frisbee (KS2) 9. Targeted skills development (KS1) 10. Targeted skills development (KS2) 			clubs.
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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:
	24.5%

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>Improving mental and physical health of all children and allowing children to engage in low risk, high reward physical activities.</p>	<p>Partially funding a Forest School trained member of staff to support children to learn new skills. Mental Health is a key area for us to continue to develop moving forward after the covid pandemic. We have identified Forest Schools as a way to improve both mental and physical wellbeing in our school and a way to expose our children to physical activity outside of sport. This will be run in addition to children receiving 30 minutes of activity a day.</p>	<p>£6,353.50</p>	<p>Reinstating a passion for the outdoors.</p> <p>Children who find academic learning and collaboration in class hard, are thriving in the Forest School environment.</p> <p>Children are developing a deeper understanding of our learning powers (regularly overheard) in conversations within Forest Schools.</p> <p>Forest Schools is the most popular club we offer. Year 6s have started to support the club at lunchtimes - developing their leadership and responsibility skills.</p>	<p>Develop this as part of our curriculum.</p> <p>What parts of the PE, science, geography etc. curriculum can be covered by Forest Schools?</p> <p>Train an additional member of staff to support current lead, this will also be good succession planning.</p>
<p>Develop gross and fine motor skills across the school.</p>	<p>See KI4.</p>		<p>Children have enjoyed using different tools and mechanisms during their Forest School sessions.</p>	

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and</p>	<p>Percentage of total allocation: 2.5%</p>
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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:
Increase staff confidence when planning and delivering PE lessons.	Subscription to Get Set 4 PE. We have previously used a skilled member of staff to support the teaching of PE across the school. Due to a change in staffing, we are now expecting class teachers to teach PE lessons independently. The subscription will allow all staff to access good quality planning and resources to support them in their teaching of the PE curriculum.	£660	This has aided the development of our skills and vocabulary progression in PE. Children are learning a sequenced set of skills to support physical development.	Teachers will feel empowered and have a pack of resources to support them. They can then focus on adapting their practice to support the needs of all children and develop this moving forward. To ensure that all teachers are using the scheme consistently and that any outside agencies are following our curriculum and skills progression closely.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 34.7%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>Encourage children to take part in sport for fitness benefits in addition to competition.</p> <p>Develop resilience in the face of adversity.</p> <p>Embed more opportunities for OAA within school.</p>	<p>Purchase a 'rolling rock wall'. This will be a non-competitive activity that all children can access safely. It will develop gross and fine motor skills along with upper body strength. This will aid with other activities and writing, which is a whole school focus – links to KI2</p>	<p>£9000</p>	<p>I looked into this as an option, but costing was too much, as the initial quotes did not include everything that was required.</p> <p>Instead, this money was spent on developing resources for Forest Schools to support our OAA offer in a variety of ways.</p> <p>We purchased racks of wellies and waterproof trousers to enable all children to access outdoor learning and Forest Schools regardless of the weather. We developed resources for fire lighting, shelter building, hammock making etc.</p> <p>This has enabled children who regularly come in without appropriate clothing for the weather to engage in outdoor adventurous activities with their class.</p>	<p>Getting Forest Schools up and running was a key target for the school. Its popularity has meant that we needed to increase the amount spent from sports premium.</p> <p>The resources are now in place and children will be taught to care for them to support longevity.</p>

			This has increased the number of children engaging at lunchtime Forest Schools and has supported children who need additional body and brain breaks during the day in all weathers.	
Children to experience a wide-range of sports including contact and non-contact sports.	See K11.		<p>We have increased our offer of clubs and have created opportunities for children to compete in a wider range of sporting events.</p> <p>We also spent £600 on tickets to the Women's Euros. First offer of tickets will be given to the Girls Football Team and then they will go on general release.</p>	<p>We have increased our club offer but take up has not been as expected. We will look to expand the number of children taking these opportunities and will carry out pupil voice to find out what types of sports children would like to try at a club.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15.5%
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 develop the resilience that is required to participate in competition and learn how to respond positively to setbacks.	Hire Game On sports coaches to deliver and organise the school football team. This will ensure that KS2 boys will compete in the local football league and allow a second team to participate in the Game On local league.	£2940	The school football team has enjoyed the season and been exposed to a high level of competition. Results have been mixed, but the team have supported each other and always come back with the right attitude and wanted to improve. A wider range of children have had access to football leagues and have developed their skills in the process.	Look at organisation of the football team and offer more opportunities for them to train together.
For more children to engage with competitive sport and understand the enjoyment that can come from pushing yourself to achieve.	Renew membership with DSSN, giving all children regular opportunities to participate in competitive events in a wide range of sports.	£1080	We have taken part in a wide range of events this year and have had success at several. Our Girls Football Team won	Continue to attend DSSN events and ensure that all children are given the opportunities to compete.

			<p>gold at a DSSN event, which meant a lot as the start of the season had been a challenge for them.</p> <p>Engagement in Girls Football has increased from 8 children at the start of the year to 20 now.</p>	
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Head Teacher:	Liz Ormonde
Date:	23/07/21
Subject Leader:	Josh Swift
Date:	22.7.21
Governor:	
Date:	