

Evidencing the impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2019



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  UK COACHING  UK ACTIVE

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](#).

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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:
Promote a well rounded curriculum within Physical Education both on and off site.	More opportunities to explore offsite sports which were very limited in light of covid. Increase team based games, sports that we were unable to offer due to restrictions.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

<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>+++++</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>33%</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>33%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>33%</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: £16410		Date Updated: 08/07/21	
<p>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</p>					Percentage of total allocation:
					%
					43.1
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 exposure to new activities within PE curriculum to create a broad experience.	Boccia, curling, lacrosse, yoga equipment handball, athletics, table tennis equipment purchased to increase new experiences within the PE curriculum. Students are transported to take part in activities within the wider community.		£7,077	Increased broader experience of activities, engagement and skills in new sports. Motivated participation in both lessons and during social times is evident.	Raising participation rates after school offering extra-curricular activities including virtually.
To raise participation in activity during mornings/break/lunchtimes by offering a variety of physical activities outside of lesson time.	Since returning from Spring Lockdown, and with restrictions easing, Gym trail has been re-introduced this half term. Students have had access to gym trail three times a week, specially designed by the Therapy Team to develop gross motor coordination within the Primary Phase. Equipment available for physical activities during			There has been notable improvement across many of the students who access gym trail 3 times per week. Those who have accessed gym trail 3 times per week are largely independent with all of the activities, seeing improvements with core control and bilateral coordination.	Gym trail and movement morning timetable to be reviewed half termly. New experiences continuing to increase engagement levels within the curriculum/extra curricular both on and off site (PE drop down activity days, workshops).

	morning/break/lunch times including new basketball/netball nets for the playgrounds.			
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	4.3
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:
Covid curriculum recovery plan on return to school to support staff and students confidence with raising physical activity.	Children's health project used developing holistic skills through activities on mindset, nutrition, lifestyle and movement. Showing our learners how to manage difficult emotions and ways to express and share. Shared with all EYFS, KS1 & 2 teachers.	£300.00	Creative movement lessons have given our learners the tools to demonstrate confidently creative and physical skills with independence whilst developing their gross motor skills. Cross curricular links with topic subjects.	Staff inset using CHP confidently how to embed within the 2021-2022 curriculum.
Yoga and mindfulness introduced to the curriculum.	PE member of staff trained with special yoga specifically for students with autism and ADHD	£400.00	EYFS, KS1 & KS2 have been introduced to yoga, mindfulness, relaxation and breathing techniques. Raising the profile of yoga and mindfulness into everyday class life. students	CPD training to all staff on daily techniques to use in class confidently. Impact to be reviewed termly.

			performing and leading one another with confidence, recalling and recognising poses.	
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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	49.3
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:
Specialist PE/swimming teachers in EYFS, KS1 & KS2. Team teaching and sharing of good practice with staff.	Two swimming staff plus an additional swimming teacher employed during lockdown. Curriculum planning and sharing of good practice. Team teaching. Specialist PE teachers within EYFS, KS1 & KS2.	£8,083	A broad curriculum of activities offered due to specialist PE teachers. Students are receiving a well-rounded differentiated curriculum to suit their individual needs being led by experienced PE staff. Increased participation/exposure to new activities.	Team teaching Collab planning Curriculum map 2021 review and feedback. 2021-2022 curriculum map planning.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	2.1
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>Additional achievements:</p> <p>Students experience new activities both on and off site. (This was reduced due to covid restrictions).</p>	<p>Students explore a variety of new activities within the curriculum (dance, yoga, gymnastics, trampolining, boccia).</p>	<p>£350.00</p>	<p>Students are developing gross/fine motor skills through experiencing new sports. Boccia has seen 100% participation rate during lessons developing teamwork skills and competition. This has shown a huge impact with an EYFS student who did not participate in PE at all on return to school and now fully engages in all activities.</p>	<p>Increased participation of sports opportunities off site.</p> <p>All students receive trampolining lessons.</p> <p>Introduction to new activities (archery, tri-golf, scootability).</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	1.2
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:
Sports day competitions No external competitions this year due to covid.	Students in a house team colour across the whole academy. Variety of activities to participate in from olympics carousel to sports day race activities. Opportunities to compete in both team and individual challenges/ races to suit differentiated needs of all and include all students.	£200.00	Students given the chance to compete in house colours and receive points for participating as part of a team. Promoting communication, leadership, teamwork and sportsmanship values. Differentiated sports/activities to increase participation and inclusion for all.	Embed the house teams for future inter-house competitions. Increase external competitions New team kits.

Signed off by	
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Date:	08/07/21
Subject Leader:	B Wheeler
Date:	08/07/21
Trustee:	F Foote

Date:	08/07/21
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