

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:

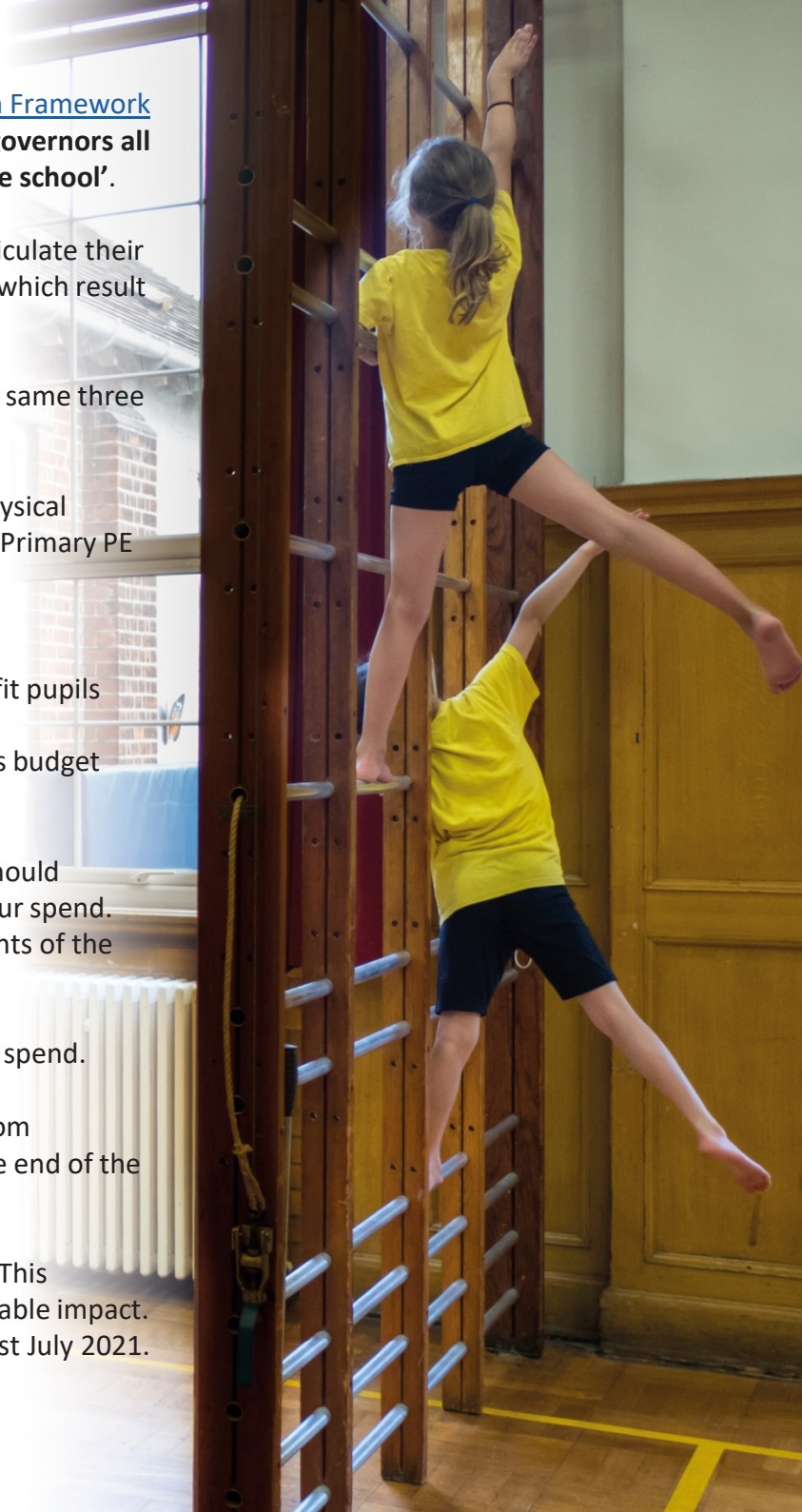
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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: |
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| <ul style="list-style-type: none"> • The return of swimming for our current year 6's-two terms worth. • 2nd place in the year 3&4 indoor athletics. • 4th place in the year 5&6 indoor athletics. • 1st place in the year 3&4 tri-golf and invited to attend the open in Sandwich. • Completed virtual challenges in hula-hooping and skipping from Year R-Year 6. • All classes have had access to sports specific coaches: basketball, tennis, boxing, dance and kung fu. • All classes have had access to virtual sports specific coaches also: dance, boxing and kung fu. • Daily Mile across all year groups. • Highest attendance to CPD from staff. • All children attending trampolining at the Rebound Centre for an hour. • Installation of outdoor gym to increase the children's level of activity at breaktimes and lunchtimes. | <ul style="list-style-type: none"> • Continue to invite sports specific coaches into school. • Organise all children to experience sporting experiences that are not on the National Curriculum. • Ensure high-quality 2 hours of PE, for each pupil, per week. • Return to entering face-to-face sporting tournaments for years 1-6. • Ensure greater physical activity at breaktimes and lunchtimes. • Use of outdoor gym. • Greater involvement with outside clubs. |

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 £8500
+ Total amount for this academic year 2020/2021 £20,600
= Total to be spent by 31st July 2021 (can now be rolled over) £29,100

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| <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>N/A</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>65%</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>65%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>80%</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/<u>No</u></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: £29100 | | Date Updated: 30 th June 2021 | |
|---|--|------------------------------|--|---|--|
| 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: 71.6% |
| 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: |
| <ul style="list-style-type: none"> • Use of young leaders to run activities during lunchtimes. • Daily mile • 2 hours of high quality PE a week (whilst in school) • PE and fitness activities sent out twice weekly to those isolating/home learning. • Weekly zoom meetings to increase physical activity. • Installation of outdoor gym and multipurpose flooring. • Dinner supervisors to receive CPD. • New sports equipment | <ul style="list-style-type: none"> • This could only happen within one year group so not to mix with bubbles due to COVID 19. • Dinner supervisors to over-see the implantation of the Young Leaders programme. • Daily mile continued where possible. • Outdoor gym ordered to increase activity levels before school and at break times and lunch times. • New sports equipment | | £625 £17014 £3217 Total: £20860 | <ul style="list-style-type: none"> • A year group being able to access a sporting activity for 30 minutes each lunch time. • Keeping children active while at home isolating. • Opportunity to keep active with outdoor gym equipment. | <ul style="list-style-type: none"> • Children moving from Year 5 to Year 6 to continue with this next year and train some more young leaders • Dinner supervisors to still over-see the programme • Continue with daily mile, try to increase amount of times a week done. • Legacy of the school having outdoor gym equipment to use. |

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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: |
| | | | | 8.7% |
| 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? | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • CPD for staff • Increase involvement of intra and inter school competitions-virtually. • Use of a broad and balanced curriculum. • Introduction to non-curriculum sports for the whole school. • Embed greater passion for sport and fitness. • Re-introduce after school clubs. • One staff development day spent on PE CPD | <ul style="list-style-type: none"> • Trampolining sessions for all children from Year R to Year 6. • Boxing coaches • Basketball coach • BoogieTots • Kung Fu coach • Tennis coach • At least one sporting afterschool club per year group when they were reintroduced for term 6. | £2538.33 (33.3% of total costs for external coaches) | <ul style="list-style-type: none"> • Children more active from after school clubs. • PESSPA profile raised by bringing in external coaches improving opportunities for the children. | <ul style="list-style-type: none"> • Full clubs schedule to return. • Keep bringing in external coaches to give children more and varying opportunities. |

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
8.7%

| Intent | Implementation | | 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> <ul style="list-style-type: none"> • CPD available for ALL teachers in a variety of sports. • Invite a variety of sports coaches to work with teachers and pupils. • All pupils to attend a trampolining session. | <p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Trampolining sessions for all children form Year R to Year 6. • Boxing coaches • Basketball coach • BoogieTots • Kung Fu coach • Tennis coach • Whole staff CPD on PE | <p>Funding allocated:</p> <p>£2538.33 (33.3% of total costs for external coaches)</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> • Teaches have learnt form external coaches coming in to improve their own knowledge, skills and teaching. | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • Keep bringing in external coaches to give teachers more opportunity to improve their own knowledge, skills and teaching. |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 8.7% |
| 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?: | Sustainability and suggested next steps: |
| Additional achievements: <ul style="list-style-type: none"> • A well thought through and balanced curriculum across the key stages. • All children to experience sports that are not within the curriculum. • Gifted and talented children to be identified within lessons. • Promote club links within the community. | <ul style="list-style-type: none"> • Trampolining sessions for all children form Year R to Year 6. • Boxing coaches • Basketball coach • BoogieTots • Kung Fu coach • Tennis coach | £2538.33 (33.3% of total costs for external coaches) | <ul style="list-style-type: none"> • Children have been offered more sporting opportunity within school and more varied sporting opportunities. • Closer link with external clubs | <ul style="list-style-type: none"> • Keep bringing in external coaches to offer more sporting opportunity within school and more varied sporting opportunities. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|--|
| | | | | 2.1% |
| 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: |
| <ul style="list-style-type: none"> • Increase intra-school and inter-school participation-virtually. • CPD of staff-how can competition be included within lessons. • Use of young leaders. • Dinner supervisors to receive CPD. | <ul style="list-style-type: none"> • 2nd place in the year 3&4 indoor athletics. • 4th place in the year 5&6 indoor athletics. • 1st place in the year 3&4 tri-golf and invited to attend the open in Sandwich. • Completed virtual challenges in hula-hooping and skipping from Year R-Year 6. • 1st place for KS1 and upper KS2 virtual cricket. | £625 | <ul style="list-style-type: none"> • Children still were able to compete in competitions despite COVID measures. | <ul style="list-style-type: none"> • More competitions will be attended. In next academic year, all min youth games, 1 team in the cup 2 teams in the plate competitions. • Attend all Howard Sports Partnership event for KS1 and KS2 |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |

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| Date: | |
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