

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

2020 to 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](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, 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 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:
• Being an active part of the East Coast Partnership • Increased staff confidence in teaching PE • Earning Gold school games award last year • Entering more and more local competitions • Introducing a wider range of personal challenges	• Develop opportunities for all children to access 30 active minutes outside of PE lessons. • Increase range of extra-curricular PE clubs on offer to all pupils • Provide increased opportunities for more pupils to take part in competitive sport • The engagement of all pupils in regular physical activity- kick-starting healthy active lifestyles. • The profile of PE and sport being raised across the school as a tool for whole school improvement.

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 £4,147
+ Total amount for this academic year 2020/2021 £18,320

Total to be spent by 31st July 2021 £22,467

Total Actual spend £13,585

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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 which you can transfer to the pool when school swimming restarts. 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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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/ No

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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: £ 22,467		Date Updated: Summer 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:
					0%
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:	
- Educate children in the value and benefits of a healthy active lifestyle. - Develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning. - Develop Sports Ambassadors to support active playtimes and extra-curricular activities. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity.	- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. - Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. - Develop action plan - Purchase Resources - Train sports ambassadors - Lead assemblies on importance of physical activity - Further encourage use of initiatives such as the ‘Daily Mile’ in ALL year groups at least 3 times a week		- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors – - Positive behaviour and a sense of fair play enhanced - Pupils activity at lunch and break increased - Children taking part in daily additional activities such as ‘The Daily Mile’ regularly - Sports ambassadors support active play across the school	Monitor physical activity levels to ensure all classes meet the government guidelines of at least 30 minutes a day for each child in school time.	

• Promote physical activity varying from supervised active play to inter house competitions. • To continue to work in partnership with our SGO to increase awareness of the importance of physical activity			Children across the school more active on a daily basis and enjoy being active	
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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:
				9%
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 promote to PE within a safe environment and in line with general guidance for Covid. - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development? - Use sporting role models used to engage and raise achievement? - Ensure PE and school sport is visible in the school through collective worship and notice boards - Use school website & local press, to recognise pupil achievements - High quality PE lessons delivered during curriculum time. - To deliver the Sports Leader - Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their	- Sports Ambassador programme - SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. - Inter house competitions played throughout the year - Develop Lunch Time Sports Leaders - Inclusion of virtual learning to through website based activities or directly with MS Teams		- Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. - Modified sports day held, with all pupils able to participate fully within bubble constraints - Sports Ambassadors promote	- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. - Monitoring use of schemes and whole school PE coverage

learning and delivering of physical activities to the rest of the school. • School staff better equipped/ more confident to teach PE in school.			importance of sport/activity by being positive role models in the school	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49%
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 quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i> - 1:1 lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE	- Purchase quality assured resources to support teachers and support staff. - PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus)	£11,000	- Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback from pupils and staff inform us that pupils enjoy their PE lessons	- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Further 1:1 lesson observations to monitor staff effectiveness and confidence - Re-development of competitive sports outside school

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
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:
• Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. • Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport • Providing additional links to Community Sports Clubs • Increase opportunities for KS1 children • Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.	• Review extra-curricular activities through pupil voice with Sports Ambassadors. • increased opportunities in school • To keep the website/PE noticeboard up-to-date range of clubs currently on offer. • Children to attend the extracurricular clubs. • Equipment continues to provide opportunities during break and lunchtimes. • Provide Bikability to Y6 • Swimming provided for additional year groups • Get Safe for Summer sessions	Equipment £220 Additional Swimming Provision £1,800 Get Safe for Summer £440	• Engaged or re-engaged disaffected pupils • improved physical, technical, tactical and mental understanding of a range of sports • Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?	• Further increase opportunities for KS1 children in and out of school • Re- establish links with broader community sports programmes

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
• Provide opportunities for all children to challenge themselves through both intra school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. • Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.	• Regular (termly), intra-house sports competitions for pupils across different sports. • To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school		• After school club registers identify pupil attendance.	• Review attendance data and identify children for appropriate opportunities. • Continue to attend East Coast Partnership to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. - Further widen opportunities for pupils to take part in • Investigate children leading own events • Review Sports Day Schedule • Review attendance at sporting fixtures

Signed off by	
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Subject Leader:	Ruth Evans
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Date:	Summer 2021