

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:

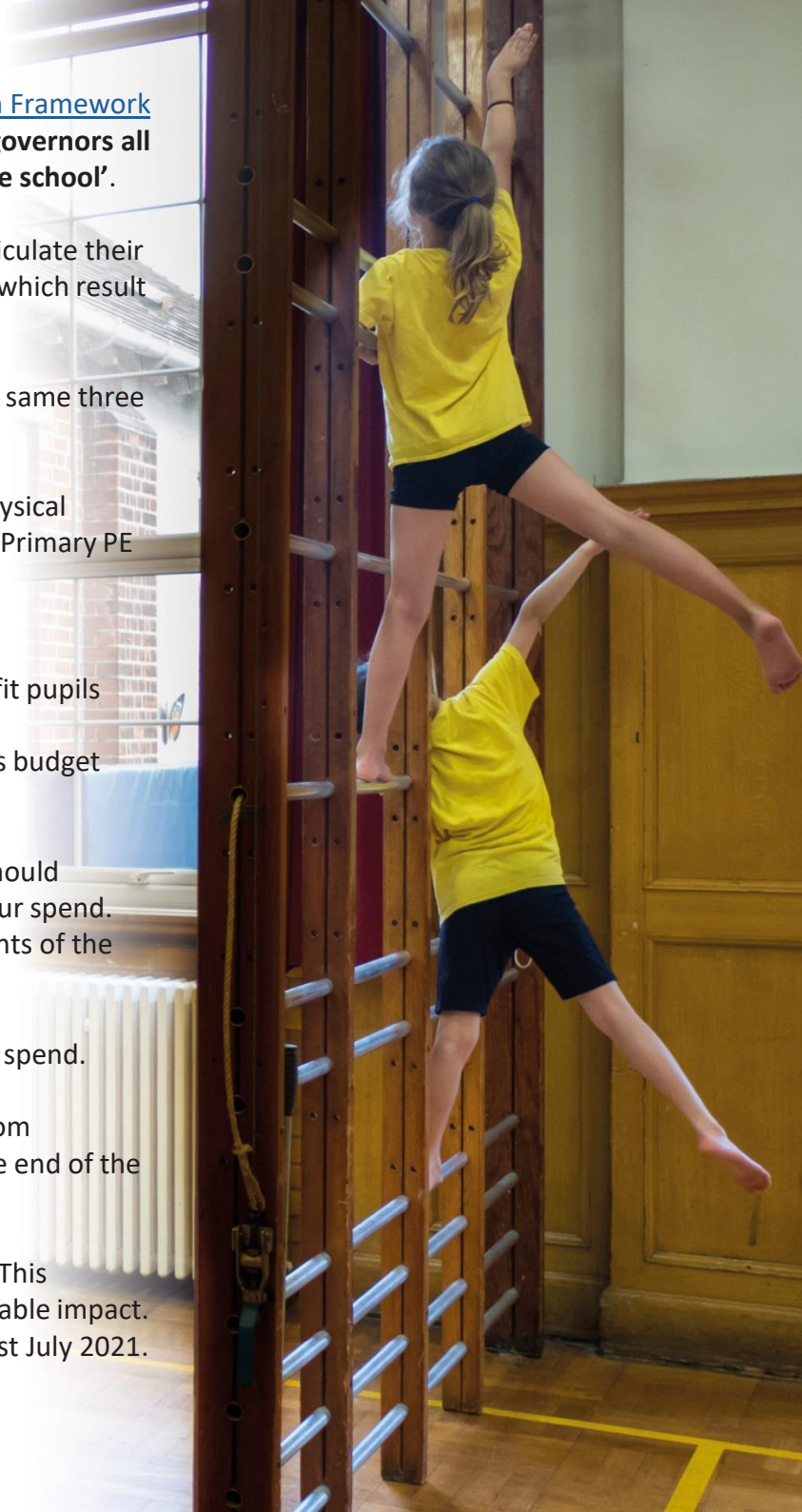
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Maintaining the school fully open to pupils for 2019-20 and 2020-21. • Providing swimming lessons to all Y4 pupils in 2019-20 and 2020-21 in a pool. (And catch-up for pupils who did not meet the minimum requirements) • Delivering 2 hours of good quality PE to all pupils in school and providing physical activities that pupils can do at home during lockdown / isolation periods • PE and well-being apprentice appointed for 2021-22. • Key Indicator 1: <ul style="list-style-type: none"> ○ We have provided activities in the classroom that allow them to be physically active (e.g. a maths treasure hunt / outdoor science – going on a bug hunt, etc.) ○ Healthy lifestyles including physical activity have been built into our PSHE program ○ Encouraging all pupils and families to walk to school ○ Providing physical activities at break / lunchtime (as part of our COVID protocols) ○ Bikeability in Y5 • Key Indicator 2: <ul style="list-style-type: none"> ○ Activities at lunchtime were promoted ○ PE subject leader has carried out a program of observations / interviews and drafted a new plan for Sept. 2021 onwards • Key Indicator 3: <ul style="list-style-type: none"> ○ This was not done due to COVID • Key Indicator 4: <ul style="list-style-type: none"> ○ This was severely curtailed due to COVID (we did a small amount in classes – but effectively nothing was done) • Key Indicator 5: <ul style="list-style-type: none"> ○ This was not done due to COVID | <ul style="list-style-type: none"> • Key Indicator 1: <ul style="list-style-type: none"> ○ We need to gather actual evidence of what physical activities pupils are doing each day / week in school • Key Indicator 2: <ul style="list-style-type: none"> ○ Need to support PE subject leader with an audit / action plan and re-launch our PE program in 2021-22. ○ This will include the sports partnership and competitive sports with other local schools • Key Indicator 3: <ul style="list-style-type: none"> ○ We need to re-launch this work in 2021-22, time is set aside in staff meeting program / release time for PE subject leader • Key Indicator 4: <ul style="list-style-type: none"> ○ We need to re-launch this work in 2021-22, time / funding is set aside to join the school sports partnership. • Key Indicator 5: <ul style="list-style-type: none"> ○ We need to re-launch this work in 2021-22, time / funding is set aside to join the school sports partnership. |

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

| | |
|--|----------------|
| Total amount carried forward from 2019/2020 | £3,825 |
| + Total amount for this academic year 2020/2021 | £17,910 |
| = Total to be spent by 31st July 2021 | £21,735 |

| | |
|--|--|
| <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>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> | 93% (25 / 27 pupils) |
| <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> | 89% (24 / 27 pupils) |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 93% (25 / 27 pupils) |
| <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> | Yes (to enable pupils who missed swimming due to COVID to take part in sessions) |

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: 2021/22 | Total fund allocated: £16,830 | Date Updated: July 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: |
| | | | | % |
| 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: |
| 100% of pupils will have at least 30 minutes of physical activity a day | <p>Each Subject Leader as part of the curriculum update will identify within the scheme of work where pupils can undertake physical activities e.g. geography village walk / science bug hunt / maths treasure hunt linked to co-ordinates, etc.</p> <p>Each teacher / TA will keep a simple log of what physical activities done</p> <p>PE subject leader will work with staff to ensure break / lunchtimes have a range of interesting physical activities (& train pupils to run them safely / properly)</p> | <p>SL development time (in main budget)</p> <p>PE SL release time @ £160 per day - £480</p> | <ul style="list-style-type: none"> ○ Logs of activities / time to be collated each half term ○ Evaluated each half term to ensure an even spread of activities are taking place | |
| <p>100% of pupils to be physically active in and out of school with evidence</p> <p>100% of pupils to know what a healthy lifestyle is (diet / exercise / etc.)</p> <p>100% of families to be encouraged to support the above</p> | <p>PE subject leader to collate activities logs from above and feedback to class teams / pastoral manager</p> <p>PSHE subject leader to ensure the PSHE program promotes all aspects of healthy living</p> <p>Pastoral Manager to contact / support families if a pupil is less physically active</p> | <p>PE SL release time 1 PM session each half term - £480</p> <p>10% of pastoral manager time - £1,100</p> | <ul style="list-style-type: none"> ○ Logs of activities / time to be collated each half term & fed back to class teams / pastoral manager – ID pupils who are “less active” ○ Pastoral manager to contact families of “less active” offer support & evidence impact through logs in the following term | |

| | | | | |
|--|--|--|---|--|
| 75% of YR/Y1 and Y5/Y6 pupils report that they are “more confident” in using bikes for exercise and recreation | Balanceability for YR / Y1 Bikeability for Y5/Y6 | £600 | <ul style="list-style-type: none"> ○ Survey pupils before and after to gauge views ○ Record attendance of pupils | |
| Give every child the opportunity to take part in at least 1 sporting competition with other schools through the Sports Partnership | <ul style="list-style-type: none"> ○ As Sports partnership arranges events book every class on to them. ○ Keep a log of pupils participation | £2,740 for the partnership £1,500 for travel costs & release time | <ul style="list-style-type: none"> ○ Survey pupils before and after to gauge views ○ Record attendance of pupils | |
| Ensure 100% of pupils can access PE in-school | <p>Keep a supply of spare kit in school to lend to any pupil who does not have kit (Ensure especially for dis-advantaged and SEN pupils)</p> <p>Pastoral team to be alerted to any pupils who seem to have a lot of notes excusing them from PE to follow up with families</p> | £500 Inc. in £1,100 above | <ul style="list-style-type: none"> ○ Ensure all pupils take part in in school PE ○ Staff to alert Pastoral team to allow them to follow up with home / families | |
| To encourage as many pupils / families as possible to walk / cycle to school | Promote through PSHE lessons. | NA | <ul style="list-style-type: none"> ○ Keep logs of how pupils come to school | |

| 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: |
| PE / well-being apprentice to work with 100% of pupils to support 2 hours of high quality of PE per week. Provide emotional support / encouragement to identified target / focus pupils (esp. D/A & SEN) | PE apprentice to work with class teams on paired teaching of PE session for 2 hours a week. Separate to the above the apprentice will work on well-being / pastoral programs designed to ensure that all pupils fully access the 2 hours every week | £9,200 (but we get £3,000 back) | Staff logs confirm 100% of pupils accessing high quality PE every week | |
| PE / Well-being apprentice to provide a range of before and after school sessions with a focus on well-being / self-esteem for pupils to ensure they are “ready to learn” / have high attendance – priority will be D/A & SEN pupils, but will be offered to all pupils. Will work with pastoral manager to ensure correct actions taken / target pupils reached | Promote a growth mind set / ethos of well-being for all pupils and staff e.g. yoga / reflection / meditation / etc. Well-being interventions program runs as needed | In above | High levels of attendance / pupils “ready to learn” / no barriers to learning. Surveys / logs / info from class teams / EOY data Clear improvements in above for target pupils AND they reach or exceed EOY targets in R/W/M and attendance | |
| Promote playtimes / break times as a time to be physically active / support well-being. | Apprentice to set up / train / run (but slowly disengage) with a variety of activities at play / lunchtimes and train staff / pupils to run them so they become self-sufficient | £1000 for equipment / resources | Surveys show 100% of pupils have access to good quality / active / fun activities at break / lunchtime. “Vast majority” of pupils’ / staff report play / lunchtime is a good fun time / positive experience Staff / pupils able to run activities in 2022-23. | |

| Intent | Implementation | Cost | Impact | |
|---|---|---------------------|--|--|
| Provide a range of PE and well-being activities for pupils after school which promote attendance / well-being | Apprentice to run an after school club 4 days a week which will promote well-being / growth mind-set / attendance / etc. Exact focus to be agreed with pastoral team / SLT | In apprentice costs | Surveys / logs show high uptake of clubs for all pupils AND target D/A 7 SEN pupils. Attendance / behaviour logs show improvements for focus pupils | |

| 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: |
| All members of the teaching team are highly confident in delivering in delivering highly effective PE | All staff to complete a skills audit and use to highlight strengths / development needs Support / training to be provided by PE Subject Leader / PE apprentice | SL release time for M&E work and support work 3 days - £480 In apprentice costs | Surveys of staff identify improvements / impacts by end of year based on September audit. PE SL can identify improvements in pupils PE skills by surveys & class visits – linked to training / audit | |
| Demonstrate the impact of PE Subject Leader | Release time for PE Subject Leader to develop a monitoring & evaluation package for PE Implement this program and use it to identify development needs / impacts by end of year Develop and moderate assessment in PE Ensure correctly sequenced PE curriculum which is followed by all staff / allows pupils to demonstrate impacts | In £480 above | PE subject leader can answer these questions with evidence: “Tell me what is going on in your subject” “Give me 3 examples of how you have improved / successfully impacted on standards in PE this year” | |

| 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: |
| 100% of pupils take part in a range of in-school and out of school physical activities. Pupils who may not always engage in PE are supported to take part in a range of PE and sporting events in and out of school. | Organising events / competitions and inviting children to attend. Transport children to events / make sure they have all needed kit | £500 | A range of events in school and at / with other schools takes place – all pupils offered a chance to partake and especially target pupils. Pastoral manager to log attendance / overcome barriers with families | |
| We have a celebration day to engage families of pupils and promote outreach to families | (This is Sports Day) Run sports day / invite all families / include a range of competitive activities inc. for families | £250 | Sports Day takes place Surveys / logs show the majority of families attend | |

| 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: |
| To allow 100% of pupils to represent the school in a competitive environment. | Participation in events arranged by the sports partnership to ensure coverage of sport / abilities | £1000 transport costs | School attends all competitive sporting events run by the partnership. Have a class competitive competition each term – where classes compete with each other for a trophy. | |

Total Cost:

- £10,630 (exc. The PE / wellbeing apprentice)
- £6,200 for PE / wellbeing apprentice
- Total: £16,830
- Total PE funding for 2021-22: **£21,735**
- Leaves a £4,905 contingency – which we plan to spend on new equipment around Easter 2022

| Signed off by | |
|-----------------|----------------|
| Head Teacher: | Magnus Smedley |
| Date: | 20/07/2021 |
| Subject Leader: | Chris Ryan |
| Date: | 20/07/2021 |
| Governor: | Nigel Keen |
| Date: | 21/07/2021 |