

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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](#).

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:

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £3426	Date Updated: November 2020
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £3426
Intent	Implementation		Impact
<p>We wish to focus on improving the availability and quality of equipment, thus providing better opportunities for the children in their lessons and at playtimes.</p> <p>We also aim to ensure new staff have the right training and support and that there are specific people allocated to trained roles to support with outdoor learning.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Netball posts to ensure the children have the right equipment to play. (£200)</p> <p>Trikes/balance bikes/masonry paint so that children in F2 can improve balance/agility and take risks – F2 (£500)</p> <p>Additional redeployment of F2 LSAs to support purposeful outdoor physical activity at lunch (£1806)</p> <p>Additional employment of school sports coach to develop balance, agility and coordination of children in FS2 (1 hour per week in Autumn)</p>	<p>Carry over funding allocated:</p> <p>£200</p> <p>£500 (apx)</p> <p>£1806</p> <p>£175</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>Netball posts were borrowed from High School for a term – supported teaching of netball to ensure children had access to the correct equipment. Pupils also used these to practice at lunch and break so activity levels increased.</p> <p>Masonry paint has been purchased (£48) and bikes are in for repair £100) but track cannot be painted yet as there is more work to be done on outdoor area. New balance bikes are also now being used regularly outside. (£100)</p>
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

	Resources allocated for specific playtime and lunchtime use to promote physical play	£275	FS2 pupils who have achieved expected in physical development = 100%. (£1981)	
	Support from Dan Bennett and ROSIS (JMAT top slice and ROSIS baseline) to include support for PE lead and access to NQT CPD and outdoor education leads network meeting.	£500	Resources used on yard – children seeking more physical play as a result. (£101.62) NQT – PE taught to a good standard. Outdoor learning observed in a range of drop ins across the curriculum. Daily Mile embedded and sports week enjoyed by whole school community, allowing further assessment of lockdown resulting gaps for next year – all though supported leaderships (£500)	
Total budgeted spend:				£3456
Actual spend:				£2830.62
Carry forward into rest of SPG				£625.38

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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?	No

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: £17,480		Date Updated: 18.03.21	
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: 82%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
We want to raise physical activity levels of the children in our school. 2 hours PE per week + 15 mins daily mile + WOW walk to school initiative + active lunchtimes and playtimes.		Employment of school sports coach for 38 weeks to support delivery of PE lessons and active lunchtimes. Additional lunchtime supervisor (Play Leaders) deliver structured games/skills 7.5 hours a week x 38 weeks Additional deployment of LSAs to support outdoor play and physical activity Introduction of the Daily Mile WOW Walk to School Initiative (Government Grant enabled us to access this F.O.C until end of July 2021)		£6650 £4136 £3612 £0 £0	
				Active lunchtimes supported for F2 and Y1. All pupils access sports coach led PE – with teacher in also this enables a pupil to teacher ratio which allows more focused support in lessons. Structured games led for Y2 and Y5 as result of additional lunchtime play supervisor. Structured active games led for Y3 and Y4 as result of additional deployment of LSA. Daily Mile and WOW walk to work embedded – all children walking a mile each day	
				Sports coach to continue to be used to increase ratios, deliver to smaller groups and upskills staff. Active lunchtimes to now focus on KS2 lunches and structured play. Daily Mile to continue. Active lunchtimes – deployment of LSA to focus on Y3 outside activity (focus on attitude), additional lunchtime supervisor to be allocated to Y1 and deployment of sports coach on ball court. F2 climbing equipment + fixture	

Created by:



Supported by:



				<p>of bridge.</p> <p>Adventure playground play equipment fixed and painted for sustainability outside.</p> <p>Play equipment.</p> <p>Playground leaders nominated and trained by sports coach.</p>
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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:
				1%

Intent	Implementation		Impact	Total spend = £300.14 (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:
Raise the profile of PESSYP with our children and families.	<p>Sports week – we will host a full week to celebrate PE and Sport within our school. By hosting this after 21st June, we are able to offer parents the opportunity to join in, further raising the profile with our families. We will celebrate achievements throughout the year with trophies for Sportsperson of the year in different key stages, certificates for Sport Education winning teams, stickers for Sports days.</p> <p>We will open the school as a venue</p>	£150	<p>Sports Week was a heavily attended whole school event with all children participating all week. It was enjoyable for the children, skills focused (taught by staff, coach and external providers) and also allowed assessment to inform priorities for PE next year. Parents were unable to attend due to restrictions – all pupils received 3x photographs from the event as well as certificates and prizes.</p> <p>All children in F2 and KS1 attended Sheffield Gymnastics</p>	<p>Sports week to be repeated next year with parental attendance.</p> <p>Wider range of sports and active after school clubs available post covid restrictions</p> <p>Trip to SGA to be subsidised.</p> <p>Co-ordinator cover time 6x sessions.</p>

<p>Ensure that the PE curriculum links with the school priorities.</p>	<p>for a sports camp over the school holidays to encourage our families to take up a place on it.</p> <p>PE Lead will use coordinator time to link DEP priorities to PE action plan.</p>		<p>Academy, which was subsidised.</p> <p>Co-ordinator time – 3x pm sessions (£44.10)</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1.4%
Intent	Implementation		Impact	Total spend = 3294.10 (19%)
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:
We intend to improve the confidence of our staff in their delivery of PE lessons so that the children can have access to high quality lessons in all areas of the PE curriculum.	<p>Dance CPD delivered by Louise Wells on 17th May for all staff who teach PE.</p> <p>Employment of school sports coach to work alongside class teachers to team teach PE lessons.</p>	<p>£250</p> <p><i>Covered in cost above</i></p>	<p>Twilight attended by all teaching staff + 3x support staff who lead PE (these staff were paid – total cost + CPD = 294.10) All classes went on to be taught high quality dance units.</p> <p>Additional spend not originally budgeted for following assessment: 3x LSAs for 2 hours per week over 38 weeks to reduce ratios in and increase small group focus in F2 and KS1 following 2nd lockdown. Impact: All F2 met expected standard for physical development. Y1 and Y2 made good progress in PE (skill based and attitude wise, when considering Y2.) Cost: £3000</p>	<p>Sports coach support to continue.</p> <p>Reduced group sizes through deployment of LSAs in PE lessons to continue for F2.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%
Intent	Implementation		Impact	Total spend = £589.50 (3.4%)
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?:	
To develop the outdoor opportunities offered to all pupils in school, utilising the school grounds and garden area.	Cost of climbing equipment for FS2 area.	£4250	This has not been purchased yet as we are still gathering quotes for the new year. This will be carried over and budget will be increased. All other outdoor equipment has been serviced at a cost to school of £60.	Netball goals to be purchased. Underpayment for Y6 residential subsidised by school to ensure trip can go ahead.
Ensure all pupils in Y6 can access residential to include engagement with climbing, rock scrambling and raft building.	PP children funded through PPG. All other children whose families have required financial support subsidised by PPG.	Estimated £250	All children except 1 attended residential. Cost to school £529.50	

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:
Experience of competition and leadership in PE lessons for all KS2 children regardless of their abilities.	<p>Sports Education model delivered to all KS2 staff and implemented in PE lessons from Summer term onwards. This model is based on a competitive structure.</p> <p>Use of small group competitive intervention to develop social skills of a small group of identified children delivered by sports coach.</p>	<p>£0 – planned and delivered by PE lead.</p> <p><i>Covered in Sports Coach fees above.</i></p>	<p>Pupils have been very motivated by this model and can talk about it. Celebration assembly and school reports have reflected impact for individuals relating to the different roles they have played.</p>	<p>Sports Education model to continue – children to be able to talk more confidently about the role.</p> <p>Wider range of clubs delivered by both sports coach and school staff.</p> <p>Participation of children in summer clubs promoted through school.</p> <p>Start of a football team using coach and LSA time.</p>
			Total budgeted spend	£19298
			Total spend	£18625.84
			Carry forward:	£672.16

Signed off by	
Head Teacher:	S. Littlewood
Date:	09.09.20
Subject Leader:	C Naylor
Date:	09.09.20
Governor:	F Radford
Date:	13.09.20