

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 2020:	Areas for further improvement and baseline evidence of need, 2020-21 & beyond:
<ul style="list-style-type: none"> -Training provided for playground staff to widen their subject knowledge of active playground activities, in turn facilitating new opportunities for pupils. -Use of physical breaks within the classroom, in conjunction with wellbeing activities, to improve learning behaviours throughout the curriculum. -Class teachers took increased ownership of teaching PE, including cross-curricular activities, incorporating the use of technology to support teaching & learning. - Developed display further to ensure it contributes to lesson delivery & is an embedded part of the PE curriculum. - Further developed pupils' self & peer assessment referencing the 'cogs'. -Class teachers put into practice training from real legacy programme by taking on increased teaching time and team-teaching with coaches such as Playball. -Continued liaison between Music & Dance teachers to contribute to whole school topics. -Increased the participation of girls in extra-curricular physical activities, including through the use of football coach at lunchtimes. -Incorporated competitive PE activities from real legacy into regular PE lessons, exploring the related learning behaviours. 	<p><i>The engagement of all pupils in regular physical activity</i></p> <ul style="list-style-type: none"> -Incorporate physical education into all subjects by encouraging movement, outdoor learning and creative movement into lessons. Encourage children to use the time at home during lockdown to become more active by planning physical and movement activities weekly for all. -Increase hours for football coach to provide additional support for children to play football at lunchtimes. -Continue to implement the walk to school initiative to encourage more involvement and celebrate further those who participate in the walk to school programme. -Explore the home element of the real legacy programme to support physical activity outside of school. Promote parental engagement, including sharing the pupils' in-school PE learning. <p><i>The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p> <ul style="list-style-type: none"> -Provide all members of staff with a PE intent form for staff to be included in the whole school vision and progression in PE. -Staff able to use an online assessment wheel to measure and track their children's progress throughout their whole time at school. -PE Lead able to track the whole school progress within PE with an online tool. <p><i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p> <ul style="list-style-type: none"> -Provide Peer observation opportunities and allow teachers to observe staff that are more confident in delivering PE. -Teachers to have a 'PE question and answer session' where staff voice their queries and concerns when teaching. <p><i>Broader experience of a range of sports and activities offered to all pupils</i></p> <ul style="list-style-type: none"> -Provide workshops from external providers in order to expose pupils to a wider range of physical activities, including mindful activities. -Make greater links between Dance & the rest of the PE curriculum, including the PE based display to share successes. - Offer a range of sport opportunities to encourage all students to participate such as netball, cricket and tennis. <p><i>Increased participation in competitive sport</i></p> <ul style="list-style-type: none"> -Consider internal & external competitive PE opportunities, developing on the Sports Morning already in place. Ensure this is age appropriate.

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

YES

Total amount carried forward from 2019/2020	£1467
+ Total amount for this academic year 2020/2021	£17200
= Total to be spent by 31st July 2021	£18667

<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>	N/A
<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>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	N/A

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: £17,200		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: 31.6 %
Intent	Implementation		Impact	Sustainability and suggested next steps:	
Children remain active during their time at home during lockdown/partial school closures.	-Provide physical home learning activities with movement and exercise weekly, through the use of recorded video demonstrations by staff, including specialist teachers. -Explore the elements of the real legacy programme which support continued physical activities at home, and share with parents. Include online resources.	£1965	-Pupils had access to, and were engaged with, a wide range of physical activities throughout national lockdown/partial school closures. -Feedback on physical activities was provided to children and parents by class teachers weekly.	-Develop ongoing parental engagement with physical activity, including sharing in-school PE learning. -Encourage children to participate in a wide variety of physical and sporting opportunities.	
Increase opportunities for pupils to remain physically active on the playground during break and lunchtimes.	-Use our current third party coach but increase their days working at lunchtime, allowing greater access for the whole school.	£3960	-Pupils had access to a specialist coach at convenient times for all pupils. -Growing number of pupils participated in physical activity during lunchtimes.	-Increase children's opportunities for specialist teaching, across a range of sports/skills. -Encourage the active participation of all children.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			40.6%
Intent	Implementation	Impact	Sustainability and suggested next steps:
The quality of physical activity within the school is improved by ensuring suitable spaces within the school grounds.	<ul style="list-style-type: none"> -Ensure that playground surfaces are correctly resurfaced, and that all areas are suitable for the activities being delivered. -Provide opportunities for playground staff to review activities, share feedback and share ideas/expertise. 	£7,605	<ul style="list-style-type: none"> -The health and safety of children ensured through appropriate spaces. -The quality of delivery of physical activities across the school improved owing to the purposeful resources and environment.
The curriculum intention for PE is discussed and agreed with all staff, to ensure progression and a shared understanding across the school.	<ul style="list-style-type: none"> -Dedicate time with staff to create an INTENT document for PE and ensure shared ownership. -Discuss PE with children to gauge pupils' views. -Ensure INTENT document form part of the whole school Teaching, Learning & Curriculum Policy. 	N/A	<ul style="list-style-type: none"> -Progression in PE from EYs to Year 2 is clear. -Teachers feel confident about what PE looks like at our school, and have clarity over what is being delivered, any why.
			<ul style="list-style-type: none"> -Ensure resources remain refreshed and useable. -Provide meeting opportunities for playground staff to review activities, and share ideas/expertise.
			<ul style="list-style-type: none"> -Continually review INTENT document to ensure it remains fit for purpose. -Ensure Pupil Voice continues to be sought in regards to PE and its delivery. -PE Lead to monitor planning & delivery across the school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			2%
Intent	Implementation	Impact	Sustainability and suggested next steps:
Children's progress within PE is measured and tracked throughout their time in the school.	<ul style="list-style-type: none"> -All staff to use an online assessment wheel to monitor their class' progress. -PE Lead to be able to monitor and track all children across the school and compare progress between each classes. 	£330	<ul style="list-style-type: none"> -Children's learning is moved forward through tailored individual targets that focus on ability and confidence.
			<ul style="list-style-type: none"> -Provide regular opportunities for PE Lead to revisit the online assessment wheel with teachers across the year. -Teachers to use information from assessment wheel to share children's in-school PE learning with parents.

Teachers' confidence and knowledge increases with access to online resource platform, via the real legacy/Jasmine programme.	-Training provided to teachers to access lesson plan activities, associated resources, videos and other interactive resources to use within lessons. -Opportunity to observe delivery of the activities by real legacy tutor.		-The quality and consistency of PE teaching is improved as teacher's confidence grows. -Children's engagement in PE is increased through the use of motivating, age-appropriate lesson material/resources.	-PE Lead to monitor delivery across the school. -Teachers to review & provide feedback on the use of the online resource platform.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25.8%
Intent	Implementation		Impact	Sustainability and suggested next steps:
Children from Reception to Year 2 to have weekly access to specialist Dance teacher in order to broaden their range of physical activities.	-Continue liaison between Music & Dance teachers to contribute to whole school topics. Provide planning for whole school topics to Dance teacher in advance, to aid planning for pupils' interests. -Make greater links between Dance and the rest of the PE curriculum, including the PE based display to share successes.	£4840	-Consistency between areas of learning throughout the curriculum. -Increased opportunities for performances which provide a purpose, motivate children and are well-received by the school community.	-Explore further opportunities for workshops, specifically areas of PE & sport which are not already accessed by the majority. -Use support from the parent body to provide opportunities.
The variety of playground games and activities is increased and made available during lunch breaks.	-Provide opportunities for playground staff to share playground games, and research new ones to ensure activities are refreshed. -Ensure time to prepare resources as necessary to facilitate games and activities.	N/A	-Children are engaged in, and motivated by, physical movement and exercise throughout their time in the playground. -There is a greater focus on the social skills required for games, both within PE lessons and the wider playground.	-Evaluate playground activities with pupils in assemblies/circle times and provide feedback to all.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			0%
Intent	Implementation	Impact	Sustainability and suggested next steps:
As mixing groups of pupils/'bubbles' has been restricted this academic year, continue to provide competitive PE activities from the real legacy programme into regular PE lessons.	<ul style="list-style-type: none"> -Use competitive activities as part of class warm-up sessions to promote the skills required for team and competitive games. -Reflect on the learning behaviours used in the activities, by referring to the 'cogs'. 	<p>N/A</p> <ul style="list-style-type: none"> -Pupils and staff have an increased awareness of the learning skills and behaviours required for competitive and team activities. -Greater focus on the social skills required for games, both within PE lessons and the wider playground. 	<ul style="list-style-type: none"> -Use in-class competitive activities as a starting point to develop cross-year group and wider school opportunities. -Consider the structure for future Sport Mornings, ensuring they remain age appropriate.

Signed off by	
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Date:	July 2021
Subject Leader:	P Jones
Date:	July 2021