

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:

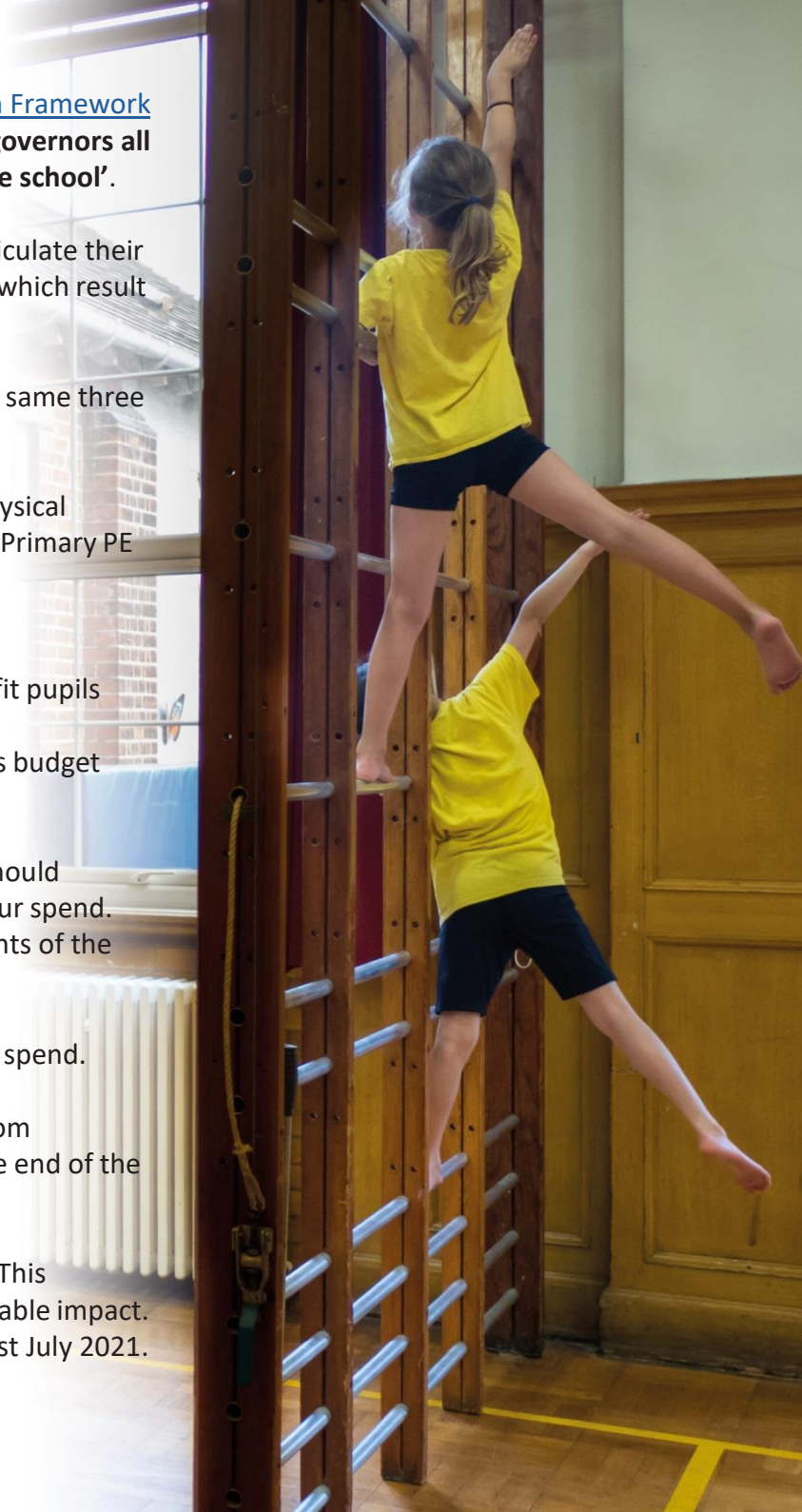
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Strong leadership in PE continued throughout the pandemic. The PE leads engaged children in weekly personalised lessons and challenges. • Continued support through Bubble school and school re-opening from sports coaches and Real PE planning. Unfortunately, we were unable to attend any inter-school competitions however we were still bound to pay our full SLA contribution. • Managed to sustain swimming lessons despite the pandemic. • Play equipment to support individual Bubbles due to covid • Trim trail completed- this has greatly improved active play in one of our three playgrounds. • Sadly, sports day had to be cancelled. | <ul style="list-style-type: none"> • Continued drive to support teachers PE CPD (focus new staff) • Two of our three playgrounds have been developed to support active play. We now need to begin to focus on the third playground. |

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

YES/NO * Delete as applicable

+ Total amount for this academic year 2020/2021 £20,480

= Total to be spent by 31st July 2021 £20,480

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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>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> | 20% |
| <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> | 55% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 75% |
| <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</p> <p>Year 2 swimming lessons.</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.

| Our intent: It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life. We want to develop healthy lifestyles, children eating a balanced diet, positive growth mind set and resilience. This will be embedded through the curriculum which aims to improve agility, balance and co-ordination. As well as teaching children how to cooperate and collaborate with each other. | | | | |
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| Academic Year: 2020/21 | Total fund allocated: £20,480 | 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: 50% | |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| <p>It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life.</p> <ul style="list-style-type: none"> Structured and positive play for all children. Greater variety of positive play in the outdoor space. | <ul style="list-style-type: none"> LSA Staff who already know children well to engage in lunchtime opportunities. Additional Bubble play equipment purchased. Outdoor Trim Trail for third playground | <p>£7,950</p> <p>£361</p> <p>£1,943</p> | <p>Safe, active and happy children at playtimes. Rare incidents in behaviour logged. Bubble school and staggered playtimes has allowed children more outdoor space to move freely and play.</p> <p>The trim trail purchased and installed over Summer holidays 2020 has ensured that more children are constantly active during play periods. The trim trail is enabling swinging, climbing and gross motor/core development.</p> | To develop the third playground. To continue to use LSAs to support play. |

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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: 18.6% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life. We want to develop healthy lifestyles, children eating a balanced diet, positive growth mind set and resilience. | Through strong subject leadership and parent partnership we will plan and implement life-long lessons about making healthy, responsible choices. <ul style="list-style-type: none"> • 1:1 Coaching • Subject leadership • Clear signposting to school nurse team. | £3,810 | Subject leaders have been given the time to adapt PE planning to support home learning due to the Covid pandemic. As children returned to school, the subject leaders ensured that her vision for a healthy lifestyle and balanced diet was reinforced. This included supporting parents' mindset. | Continue to ensure strong subject leadership develops PE. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 25% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |

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| Ensure school intent is implemented and monitored. | Specialist coaching across the school. Bronze level SLA and Real PE curriculum. | £5,146 | Engaging, active PE sessions taught by PE experts. Sports coaches have commented that being able to teach children consistently over time has seen a marked improvement of their PE enjoyment and skill development. The Real PE curriculum continues to support staff development. | Continue to employ sports coaches. As Covid restrictions life, use sports coach's expertise to support teacher development and a wider afterschool club offer. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 6.2% |
| Intent | Implementation | | Impact | Sustainability and suggested |
| We want to develop healthy lifestyles, positive growth mind set and resilience. | To offer swimming at both key stage one and key stage two. All children in Year Two engaged in a half term of swim lessons. To ensure that we have a school minibus to commute to swimming and competitions. | £1,270 | Some children who swam in Year Two continued to swim with parents. Children's confidence is gradually increase when they revisit swimming in key stage Two. | To swim in Year 2, 4 and year 5. |

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| Key indicator 5: Increased participation in competitive sport | Percentage of total allocation: 0% |
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| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
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| To engage in more inter sports competitions. | Through Sports SLA engage in competitions and hold a whole school competitive sports day. | £0 | Due to, we had to cancel sports day for a second year. We did compete virtual competitions. | Resume sports clubs, competitions and sports day after covid. |

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| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |