

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:

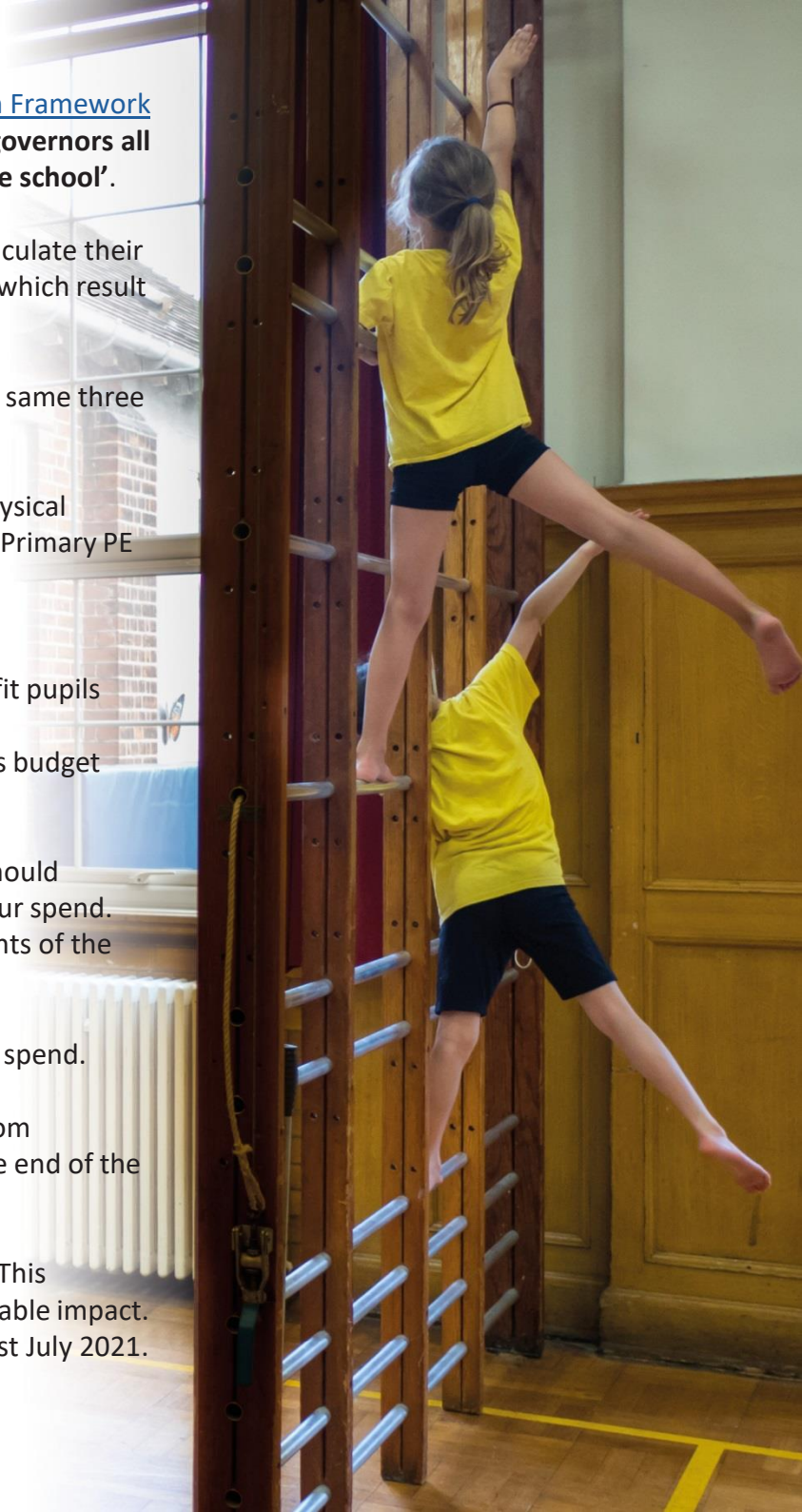
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<p>Children engaged with some virtual competitions enabled through the Witchford partnership.</p> <p>Key success was joining in the skipping challenge as this has led to children being active, skipping at playtime.</p> <p>Children and staff were introduced to Yoga this year through the Witchford Partnership.</p> <p>Outdoor play equipment is fit for use creating more space for the children to be active at playtime and for the younger children to use during other lessons too, to develop core strength as they also engage with number and phonic activities.</p> <p>Due to Covid the classes were going out to play at separate times. This has really benefitted the children being active as they have had space to engage in a game of football, handball, basketball, dodgeball etc This will continue into 2021.</p>	<p>Need to re establish competitions between school as current year 5,4,3 have not engaged with competitive sport yet whilst at Primary school.</p> <p>Swimming</p> <p>Staff knowledge of delivering sports needs to increase as they haven't been teaching P.E. lessons due to them being taught by Premier Sport.</p>

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

Delete as applicable

Total amount carried forward from 2019/2020 £.....4,809.22
+ Total amount for this academic year 2020/2021 £.....16,570
= Total to be spent by 31st July 2021 £.....21,379.22

<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>	77%
<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>	77%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77%
<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>	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: £	Date Updated:
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: 64%
Intent	Implementation	Impact	
Children are active at breaktimes and have equipment to support their physical activity	Sports trolley of equipment made available each breaktime to give the children a selection of sports to play	Funding allocated: £1,550	<p>Skipping ropes have been a great investment, children engaged in a skipping challenge and this has led to children being active in this area at breaktime.</p> <p>Classes have had Playtimes at separate times to other classes due to COVID Bubbles this though has meant that they have had more space to engage in active play using the equipment.</p>
Children to be engaged in active competition	Sports crew to be made up of two pupils for each class. Sports crew to organise challenges for class to compete in each week		<p>This gave the children a challenge and a focus for those who were unsure of what to do at playtime.</p> <p>To continue giving different children the opportunity to lead throughout the year, sports crew for a term instead of a whole year.</p>
Children to be active at lunchtime	Premier Sports Coach to organise a sporting activity each lunchbreak for the children to engage in	£4,750	<p>This enable ALL children to be involved in a game not just a chosen few. We a professional coach there as well skills are also improved.</p> <p>To continue to ensure sport is available for ALL.</p>

Outdoor play equipment and area to be fit for purpose	New play equipment and soft base installed for children to climb and move across	13,728.07	This has had a big impact of the quality of physical activity and it has created a larger space for the children to be active in. Classes have also been able to access this space during other lessons enabling physical exercise during these lessons too.	Space is now established for use
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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:
				7%

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:
Children to know that being active is a key element of their well being	An additional playtime was added to the timetable so that there was activity in the morning, lunchtime and afternoon. A wellbeing day was held in which the children were engaged in sporting activities throughout the morning		Children have been better engaged with their learning 79% at or above expected standard across the school.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%

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:

Year ¾ teacher to be confident in delivery of a set of Yoga lesson	As part of the Witchford partnership a specialist teacher attended the school and led the ¾ class in a set of Yoga lessons. The class teacher was present so she developed her knowledge and skills in this area of the curriculum.	£1,550	Children have learnt safe ways to stretch their body. Class teacher has learnt this too.	Skills learnt can be include in P.E. warm ups and cool downs.
P.E. Subject lead to be established within school	Newly appointed P.E. subject lead has taken part in the local P.E. subject lead meetings and has gained support form the Witchford partnership and Premier sport.	£1,550	Subject lead is taking a more active role. Subject is having a higher profile within the staff and not just seen as PPA cover.	P.E. Subject lead to organise more events for the pupils and ensure that there is progression across the school in this subject.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
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:
Additional achievements: All children to be able to skip	As part of a skipping challenge set up with Witchford partnership all children achieved either the bronze, silver or gold award	£1,550	Children are able to skip	To repeat the challenge next year so that children can gain the higher awards.

Orienteering	To be able to use a compass and follow a map		Children engaged in an active morning using the school field to follow directions and locate on a map keep things. Geography was brought to life.	Similar activities to be created in coming year by class teacher.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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 partake in sporting races and challenges.	A sports day was held in which all children took part in a race. All children were encouraged to achieve their best. The morning was a set of challenges which the children all took part in and recorded their individual score	£1,550	Children experienced being in a competition and learnt what it felt like to win and to lose. Good to see children challenging themselves physically.	To carry out again
To partake in inter school competitions	The competitions were not able to go ahead due to COVID-19			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	