

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:

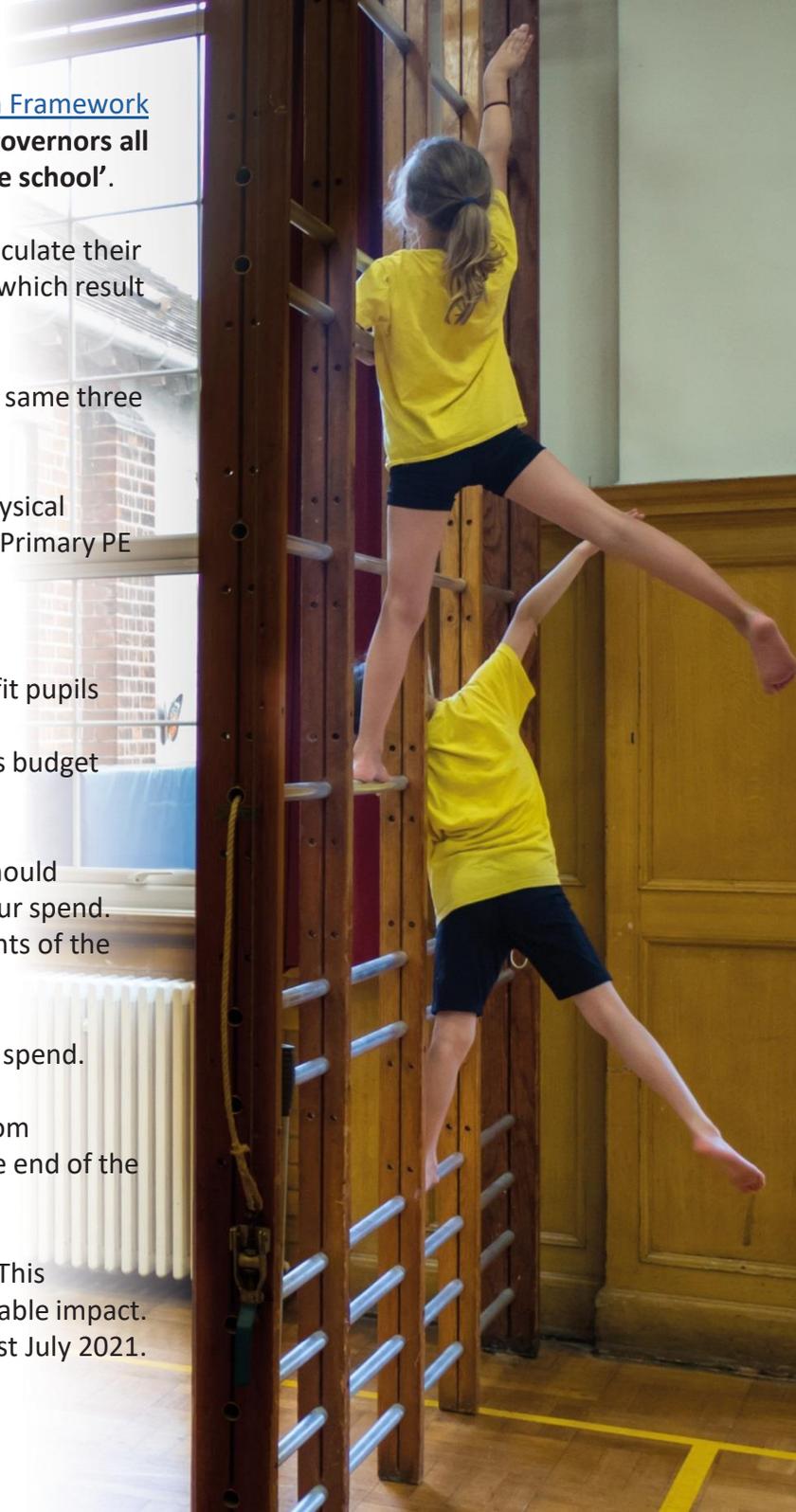
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2022** 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Children in KS1, Lower Ks2 and upper Ks2 have engaged with competitions enabled through the Witchford partnership.</p> <p>Key success was all of KS1 and KS2 taking part in a cricket event.</p> <p>Children and staff have been involved with KICK as they have developed their skills and wellbeing through the P.E. sessions.</p> <p>Outdoor area has been well used with different groups (Nursery to Year 6) using the space throughout the day. Different classes throughout the morning and afternoon. All having space to play games or use equipment.</p> <p>Swimming lessons have taken place for year 5/6 throughout the summer term.</p>	<p>Need to re establish the sports crew within school and set up weekly competitions link with the achievement assemblies.</p> <p>Continue to develop the staff knowledge of different sports through working with KICK.</p> <p>Develop activity which is more small group engagement to complement the team sport which is developed.</p> <p>Train up children to access the competitive activities with the partnership.</p>

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

Delete as applicable

+ Total amount for this academic year 2021/2022 £.....16,570

= Total to be spent by 31st July 2022 £.....16,570

<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>	57%
<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>	57%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	57%
<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: 38%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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	Break times have been kept as separate times enabling resources to be accessed by more children. Outdoor play equipment has also supported the active nature of the children	Separate playtimes to continue to give children space for the use of resources. Resources need to be update for next year	
Children to be active at lunchtime	Premier Sports Coach to organise a sporting activity each lunchbreak for the children to engage in	£4,750	This has enabled some children to engage in a sporting activity if they have chosen to. There is a need for different activities other than football or dodgeball.	To employ 2 sports coaches one to organise a team sport which appeals to a group of children the other to organise different sporting activities which can be for smaller groups or individuals	
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:	

Visit from athlete to motivate children to engage in sport, to build resilience and aspiration	Children engaged with an athlete to complete a circuit of exercise. Children to hear of athletes journey and how he developed resilience and how he had an aspiration to achieve		Children were very engaged in the afternoon. Athlete was a gymnast and there was a rise in children wanting to attend this after school club following on from his visit.	To identify other athletes who could visit the school to motivate the children to get involved in activities.
Mentoring from KICK coach	Value to be shared in collective worship and throughout the sports sessions Coach available at lunchtime to engage with individuals	1,200	Children have developed a good relationship with the coach and have learnt about supporting their well being	To continue this opportunity with the children and expand through making mental health lead available at other lunchtimes too.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%
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:
P.E. Subject lead to develop role within school	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. Organised event for pupils to take part in.	P.E. Subject lead to organise more events for the pupils to participate within school and inter school events.
KICK coach to support class teachers in delivering P.E.	KICK to team teach with class teachers through a range of outdoor sports	£5,000	Positive impact of staff and children. Supported everyone's well being. Staff have gained confidence in teaching the different sports	To continue next year but to look at different sports to broaden staff knowledge.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
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 develop their dance skills	Dance tutor to come into school for half a term to work with years ½ as part of the witchford partnership programme	£160 part of partnership	Children engaged well in following instructions and performing a routine	Could dance be offered as an after school club?
Children to develop their rugby skills	Rugby coaches worked with reception on Rugby tots and a half term unit with Year ¾ children	£160 part of partnership	Some children as a result of these sessions have joined the local rugby club and now go to training and play in competitive games.	Different sport specialists to come into school to introduce children to different sports.
After school sports club offered to all children	KICK coach to offer sports club after school for pupils	£1,000	Sports club offered, Dodgeball went well but the older children and the youngest wasn't the best fit. Change to a sports club so a mixture of sports offered poorer uptake.	Link club to the sport being taught in the P.E. Lessons.

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.		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 school has partaken in netball, cup stacking, cricket and athletics Competitions with other local schools	Part of witchfordpartnership transport £1200	All of KS1 and lower KS2 have taken part in an event 50% of Upper KS2 have taken part in an event.	To continue to be involved with the partnership

Signed off by	
Head Teacher:	L.E.Lomax
Date:	July 2022
Subject Leader:	Clare Biddle
Date:	July 2022
Governor:	Joy Walker

Date:	July 2022
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