

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](https://www.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>All Key Stage 2 children leave our school with swimming abilities that are beyond the national curriculum expectations level in summer 2020.</p> <p>Forest School Accredited 0020 instructor – EYFS Lead</p> <p>PE for all children in school throughout the year for 2hrs a week</p> <p>Lunch club for children below ARE at Reception and KS1</p> <p>Virtual activities entered and completed during Spring Lockdown</p> <p>Bike ability Core 1 and 2</p> <p>Balance Bikes Core</p> <p>Learn to ride completed for non-riders in UKS2</p> <p>Year 2 & 6 assessments</p> <p>Competitions in school – level 1</p>	<p>Personalise the PE curriculum to suit our school.</p> <p>All pupils to increase levels of activity per day to increase their general fitness through the daily mile and organised game sessions during play times.</p> <p>Children to access more out of school competitions 2021/2022</p> <p>Staff CPD needs to be focused throughout the next academic year to support the development of activity levels in school</p> <p>Running club re-established September 2021</p>

Football club after school	
Rugby club after school	
Tower Wood Residential for Year 6	
Sports Day	
Healthy Heads PHSE/PE block of work UKS2 – sponsored	
Restocked PE equipment to ensure the best progress for all the children	
PE Lead (New to role) has undertaken CPD – Touch Rugby Community Coaching Introduction and Teaching Tennis in Primary Schools	

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

YES/**NO** * Delete as applicable

Total amount carried forward from 2019/2020 £.....

+ Total amount for this academic year 2020/2021 £..... =

Total to be spent by 31st July 2021 £...16950...

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.

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 which you can transfer to the pool when school swimming restarts. 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.	
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 2021. Please see note above.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

Academic Year: 2020/21	Total fund allocated: £16950	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:
				60%
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:
For all children to continue with the daily 30mins exercise. Audit Playground/PE equipment Green surface removed by Oct half term 				

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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:
PHSE/PE curriculum supports and encourages the benefits of physical activity on Mental Health.	<p>Researched and gained sponsorship for a block of work supporting the growth of children through character education and personal development.</p> <p>Celebration assembly weekly used to raise awareness of the importance of PE and sport in and out of school time. Pupils encouraged to share their achievements.</p> <p>Notice board to raise the profile of sport and celebrate achievements of the children in school.</p> <p>Weekly newsletter to include activity and sporting achievements.</p>	<p>£0.00</p> <p>£150.00</p>	<p>Children have a greater awareness of the importance of physical activity and the impact on Mental Health.</p> <p>Children bring in awards from outside of school to share on assembly zooms.</p> <p>Pictures, sporting and physical activity achievements are shared weekly in the newsletter.</p>	<p>Next year role the programme out across all key stages.</p> <p>Gain further sponsorship from local businesses.</p> <p>Develop notice board into a 'Hall of Fame' sharing links and information for the local clubs – Display in the playground for all to see.</p>

<p>PE membership support bought in from CSSP</p> <p>What activities area available in the local area</p> <p>PE services bought in from CSSP</p> <p>PE APP purchased to support staff knowledge.</p>	<p>Scarf PHSE scheme and life bus visit</p>	£540	<p>Children have a greater awareness of the importance of physical activity and the impact on Mental Health.</p>	<p>To integrate the value of physical health on mental health and well-being</p>
	<p>To support staff to ensure CPD is progressive and promoting up and coming sports</p>	£800		
	<p>To promote sporting activities outside of school.</p> <p>Flyers are emailed to parents.</p> <p>Posters put up on the board</p>	£50.00	<p>Staff gaining further knowledge to ensure sustainability</p>	<p>Develop notice board into a 'Hall of Fame' sharing links and information for the local clubs – Display in the playground for all to see.</p>
	<p>All children have a minimum of 2 hours quality PE lessons per week. Children will have opportunity to try new sports/ forms of physical activity.</p>	£10,094	<p>Linked have been made with one of the junior football teams in the area. Increase in children attending these clubs.</p>	<p>To train the children in PALS to ensure the independent development of skills throughout play times and home.</p>
	<p>Train staff on how to use the APP as a assessment and CPD tool.</p>	£285.00	<p>Children's functional skills are well-developed. Increase in confidence, enjoyment and engagement in PE.</p> <p>Staff are now able to see the expected skill and knowledge progression in each lesson taught by CSSP. Therefore they can support the development in</p>	<p>To further develop CPD opportunities for staff.</p>

			those children who are either G & T or below ARE.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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:
PE services bought in from CSSP	All children have a minimum of 2 hours quality PE lessons per week. Children will have opportunity to try new sports/ forms of physical activity.	£10,094	Increased subject knowledge and confidence for staff after working closely with a specialist teacher. Pupils enjoy being more physical at lunchtimes in a focused way. They can measure progress and	This will lead to sustainability as all staff will be supported

<p>To ensure staff receive CPD and are confident in delivering high quality PE.</p>	<p>PE passport App</p> <p>Lesson plan booklets</p> <p>A member of staff from each class to observe and support during lessons provided by CSSP.</p> <p>All teaching staff to observe a lesson at least once a half term – record on observation template and share practice in staff meetings.</p> <p>Undertake a staff skills audit</p> <p>Staff encouraged to run after school sports activities within their bubbles due to lack of opportunities at local level due to the pandemic.</p>	<p>£285.00</p>	<p>improvements themselves with timers etc.</p> <p>Playground zones established so that pupils experience a range of physical activity during play times.</p> <p>All staff: teaching assistants and teachers feel more confident with a more competent skill set be able to deliver extra PE sessions to enhance the curriculum provided by CSSP. (Staff ability to deliver high quality PE maintained.)</p>	<p>to deliver PE more confidently and with more knowledge and skills.</p> <p>Upskilling of welfare staff will lead to improved activity for pupils which will have a long term effect and benefit to all pupils.</p>
<p>Afterschool and lunch time clubs</p>	<p>Staff to observe to further CPD</p>	<p>£3108</p>	<p>All staff: teaching assistants and teachers feel more confident with a more competent skill set be able to deliver extra PE sessions to enhance the curriculum provided by CSSP.</p>	<p>This will lead to sustainability as all staff will be supported to deliver PE more confidently and with more knowledge and skills.</p>

Staff CPD – Touch rugby membership and training			(Staff ability to deliver high quality PE maintained.)	Upskilling of welfare staff will lead to improved activity for pupils which will have a long term effect and benefit to all pupils.
			WIDER IMPACT AS A RESULT OF ABOVE: Pupils level of concentration improves during afternoon sessions as a result of being more active at lunchtime. Pupils discuss feeling benefits of being more active. Mental health and well-being of pupils positively increased due to the effects of physical exercise.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
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>Additional achievements:</p> <p>Offer a wider range of activities as part of the PE curriculum in order to provide all pupils with new activities and sports which have not been experienced.</p>	<p>Links with local providers of sports and activities – Football, rugby, dance, gymnastics, Beavers, clubs, rainbows, brownies, swimming, hot wheel-cycling, Taekwondo and cricket.</p> <p>Attend development festivals organised by CSSP</p>	<p>£0.00</p> <p>£300.00</p>	<p>Children have been able to join in with club zoom's during lockdown and have been able to attend when restrictions have allowed.</p> <p>Children have become more involved in activity outside of school.</p> <p>Over the past 12 months an additional 12% of our children have joined a local football team.</p> <p>An additional 3% have joined a cycling club.</p> <p>An additional 3% have started playing cricket.</p> <p>An additional 5% have joined either Beavers, Cubs, Rainbows or Brownies.</p>	<p>Keep forging links with activities in the local area and promoting sessions within school.</p> <p>Invite clubs in to talk about their activities and promote sessions by having tasters run in school.</p>

Staff to gain CPD in order to add additional after school activities to the children.	Staff to undertake CPD in activities not taught by CSSP or of personal interest to staff.		Not able to attend due to restrictions.	Increase number of festivals in the next academic year.
	LTA introduction to teaching tennis	£0.00	Staff confident to deliver these subjects as supported by 6 weeks' worth of lesson plans.	To continue to research further CPD opportunities for staff.
	Touch Rugby Association community coaching award	£30.00		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
CSSP Sports Services buy in: festivals, competitions and leagues. Established sports activities including an element of competition amongst the pupils in school to continue- Football, Dance, rugby, rounders and attendance for groups of pupils (disadvantaged, SEN etc monitored).	School staff to continue to run clubs Sports Specialist weekly clubs to continue for the 6 main areas of PE. External agencies to be invited to run clubs as required.	£1000.00	Staff run clubs were well attended. No sports specialist clubs able to run do to restrictions around bubble mixing and small numbers of children able to attend.	Establish inter cluster links and hold festivals between schools. Re-establish after school activities run by school staff and specialists

Engage more pupils in inter school competitions, particularly those who are disaffected and reluctant to participate in sport.	CSSP organise wider competitions for school to access- PE subject leader to organise throughout the year. Examples: Cross country Benchball Athletics Swimming gala Splash (diving) Orienteering Trigolf Relays Hockey Rounders Superstars Also- football tournament held annually between 5 local schools.		No inter school competitions attended due to restrictions	Re-establish inter school competitions – larger amount of competitions bought into for next academic year.
Sports days More afterschool clubs focusing on the competitions coming up.		£448.00		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Becki Cliffe
Date:	23/07/2021
Governor:	
Date:	