

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>Encourage KS1 to participate in the daily mile more frequently.</p> <p>Creating Sports Ambassador roles to be trained alongside support staff to run lunchtime activities.</p> <p>Extra – curricular opportunities both at lunchtimes and after school.</p> <p>Provide more active lunchtimes guided by support staff.</p> <p>Create opportunities for more competition across year groups for the different houses.</p>

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 £3717 (calculated using last years doc)

+ Total amount for this academic year 2020/2021 £17440

= Total to be spent by 31st July 2021 £21157

<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>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: £21,157	Date Updated: 13/07/21	
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:
				1.95 %
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:
Daily Mile - Encouraging all teachers to take their class outside to take part in the daily mile. Create opportunities for active break and lunchtimes, even with having separate bubbles.	Measuring the different areas for the Daily Mile and highlighting how many laps will be needed to get to a mile. Resources have been provided for each class with a class coloured bucket that they can use at break and lunchtimes.	£376 Resources £37 Trugs	<ul style="list-style-type: none"> Pupil Survey Feedback from pupils during discussions with different year groups. Lunchtime activities have seen increased involvement from classes. They are able to show a better understanding of how to work as a team as well as trying to motivate themselves to do better.	Upskill support staff and appoint sports ambassador to run active lunchtime sessions within their Key Stage.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
The classes have been motivating each other to be more active both in school and out of school.	Signing up to, the Travel to Tokyo initiative has allowed the classes to compete with each other to try to make it to Tokyo before the end of the year by completing physical activity.		Each class is able to log their activity on the Travel to Tokyo website.	With a future initiative like Travel to Tokyo, show staff exactly how to log activities so that they can log the activities with the children.
Ensure that all children have correct PE equipment to enable them to participate in all sporting activities	Pupils wear their PE kits to school on the days they will be doing PE, therefore if any children turn up in school uniform they will be provided some by school.		Pupils are then able to have more time in their PE lessons and they can get used to wearing their PE uniform and feel more comfortable.	Continue to wear PE kit on the days they will do PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9.50%
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 develop staff confidence, knowledge and skills to improve the overall experience for pupils across the school.	Organise PE storage so that equipment is clearly labelled and easy to find for all staff.	£61	Discussions with staff during link governor meetings.	KS2 Sports Ambassadors will regularly check resources that they are put away and in the correct places.
Provide CPD opportunities for all staff	Purchase of Get Set 4 PE	£1375	Staff meeting delivered in January	Get Set 4 PE membership lasts 3 years so this will continue and staff will have the opportunity to develop their confidence over time.
	Purchase of Teach active and staff training on this resource	£575		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11.42%
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>To create opportunities for learners to participate in a wide range of more inclusive activities that they might not have been exposed to yet.</p> <p>To develop understanding of sports and activities and given opportunity to improve.</p>	<p>Healthy Living Week 14th June – 18th June</p> <p>SportsCool Blue Ltd – sports Primary workshops for Schools Ltd – Circus Skills Workshop</p> <p>Blue Box Entertainment – Dance Workshop</p> <p>HSRH Community Ltd – netball sessions</p> <p>Bounce – Trampoline fitness sessions</p> <p>PE lead having a discussion with children.</p>	<p>£960</p> <p>£419</p> <p>£343</p> <p>£455</p> <p>£240</p>	<p>All pupils from EYFS – Year 6 had opportunities</p>	<p>Introduce activities that the classes took part in during healthy living week as lunchtime clubs.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.91%
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:
Learners should have the opportunity to compete against others at a range of skill levels.	<p>Through the Travel to Tokyo initiative classes were able to compete with each other to be more active.</p> <p>Tri Golf festival held in school for Year 6.</p> <p>Year 5 and 6 trip to the local Bowls club.</p> <p>DSSN membership.</p>	£828	<p>Classes have been taking part and activity has increased in certain classes.</p> <p>Pupils have been encouraged and guided towards external clubs for competition against others.</p>	<p>Maintain links with local clubs to develop pupils understanding with the activities and encourage them to participate.</p> <p>Lunch time clubs set up to link with the competitive activities that DSSN will host competitions for.</p>

Signed off by	
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