

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,480
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,622
Total amount allocated for 2021/22	£17,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,222

Swimming Data

Please report on your Swimming Data below.

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 then 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 2020. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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

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:
<ul style="list-style-type: none"> • Pupils in KS1 receive 2+ hours and Reception receive 1+ of taught PE per week in school. • During periods of school closure due to Covid19, we provided virtual physical activity videos weekly and encouraged outdoor physical learning where ever possible. • Lunch time club for pupil premium children to experience and have access to a variety of activities. • Our sports apprentice has engaged and inspired more children in physical activity both through lessons and lunch time clubs. • Playground equipment was purchased and has increased physical activity during play and lunch times. Skills such as team work, cooperation and respect have been developed. • Introduced Playground Leaders to Year 2. Training completed in the summer term, children to support increasing physical activity and supporting play during break times. • Children have been part of assemblies led by, Sam Ruddock, Sarah Outen and Jonathan Broom-Edwards, inspiring children about PE and Sports. Children are eager to find out more about the Olympics and different sports that are happening there. • EYFS and our SEND children have had access to balance bikes to improve their core development and concentration. • We organised specialist coaches to support and develop the skills of staff in dance, multi-skills and gymnastics. • Organised intra-class rounders competitions which the children enjoyed and experienced competition. • Our new wrap around care uses our outdoor areas to encourage sports and physical activity after school. 	<ul style="list-style-type: none"> • The engagement of all pupils in regular physical activity amounting to at least 30 minutes each day to ensure the wellbeing of all children. • To implement and take full advantage of the opportunities our new partnership with Carres Grammar School Outreach presents. • To partake in weekly competitions and or festivals with other schools. • Introduce after school clubs to provide children wider opportunities to partake in physical activity and sports. • Continue to implement the daily active mile to develop the lifelong habit of daily physical activity, help improve the fitness of our pupils and to increase their stamina and resilience. • To develop the use the Get Set 4 PE scheme to support teachers. Devise and implement a PE display in the hall highlighting the multi ability cogs that we are aiming to improve. • To prepare for the teaching of swimming, with a focus on life saving skills. • Implement our Play Ground Leaders effectively alongside our Midday Supervisors to support physical activity during play and lunch. • Implement our 'Wellbeing Day' three times per year in which pupils will learn about how to keep and support ourselves to be both physically and mentally healthy. • Continue to make links with local clubs. • Purchase new equipment ready for KS2.

- Wellbeing and mindfulness encouraged through daily mile, yoga and stretching daily.
- PE subject lead and Sports Apprentice attended PE conferences and catch ups with Inspire+.
- Competitive sports day completed. Our children experienced competition.
- Staff have introduced new activities and experiences for the children, for example table tennis and rounders.
- School continues to advertise Sport Holiday Camps on school website and signposts to wider school community via letter(s) through Parent Mail, providing our pupils with a range of sport related activities.
- Through SGO and Inspire+ school had virtual access to a range of festivals and events for pupils of all ages so that they are introduced to new sports.
- The trim trail has been used to improve gross motor skills of our children.
- Twelve Year 2 children were trained in basic first aid.

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: £16480	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: 72%
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:
<ul style="list-style-type: none"> - Promote healthy active lifestyles amongst all children. - Ensure high-quality PE and school sport develops confident and competent children. - Use Physical Activity to promote learning across the curriculum. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day - To continue to work in partnership with 'Inspire+' and our SGO to increase awareness of the importance of physical activity. - To introduce Playground Leader to support active play. - To raise awareness of places children can access sport outside of school. 	<ul style="list-style-type: none"> - Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. - Employ a Sports Apprentice to engage more children in physical activity. - Develop the PE curriculum through 'Get set 4 PE' to ensure lessons support and progress children through multi-skills approach. - Build links with local community sports clubs through our SGO and Inspire+. - Train 6 playground leaders and liaise with Midday Supervisors to encourage activity during lunch. - Purchase further Resources for active play. - Train sports apprentice 	<p>Inspire+ membership £4750 (28%)</p> <p>PE Apprentice £ 7280 (44%)</p>	<p>Positive attitudes to health and well-being observed by all children.</p> <p>Pupils have improved concentration and behaviour in class.</p> <p>Skills such as respect, team work and resilience are improving.</p> <p>Positive behaviour and a sense of fair play enhanced by using Playground Leaders as role models.</p> <p>Pupils are more physically active during lunch and break.</p> <p>Children are taking part in daily additional activities such as 'The Daily Mile' and mindfulness yoga regularly.</p> <p>Outdoor learning 'active' lessons</p>	Continue to monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child during school.

	<ul style="list-style-type: none"> - Lead assemblies on importance of physical activity and link to PSHE and wellbeing. <p>Encourage daily mile initiative.</p>		<p>and activities are encouraged at least once weekly.</p> <p>Evidence: Curriculum map PE policy Register of participation Pupil voice.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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>Regular opportunities for children to engage in sport and physical activity.</p> <p>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>Develop the sports apprentice role within school to promote sport and wellbeing.</p> <p>Use PE and sport to develop the whole person including thinking, social and personal skills.</p> <p>Use sporting role models to engage and inspire children.</p> <p>Ensure PE and school sport is visible in</p>	<p>As a school we contribute funding to sustain the Inspire+ partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Comprehensive CPD programme • PE Conference • Outdoor activity days • Primary Leadership Academy • YST Membership • Support from Matt Evans and Terry Plumb linked to SGO. <p>SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.</p> <p>Employment of sports coaches - Continue to develop and use whole school plans and assessment.</p> <p>Inter-class competitions played</p>	<p>Inspire+ (allocation above in KI1)</p> <p>SGO: £0</p>	<p>Personal development (physical skills, thinking skills, social skills and personal skills).</p> <p>Attainment, achievement, behaviour and attendance as improved.</p> <p>PE physical activity and school sport have a high profile and are celebrated across school.</p> <p>SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <p>Continued progression of all pupils during curriculum PE lessons.</p>	<p>Identify the positive impact that PE and school sport has on academic achievement, health and wellbeing.</p> <p>PESSPA will improve social and emotional skills amongst the children and allow them to become confident and resilient citizens.</p> <p>Use new partnership with Carres Grammar Outreach to support school staff to be better equipped/more confident to teach PE in school</p> <p>Monitoring use of schemes and whole school PE coverage.</p>


the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils). Monitor the use of Get Set 4 PE	throughout the year. Develop Playground leaders to lead and support PA during play. Use of sports mentors during assemblies and school sport to inspire children.		Pupil voice questionnaires inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. Playground Leaders identified and support children to recognise the importance of PE and sport. Interclass competitions and school competitive sports day undertaken. Evidence: Pupil voice Whole school assemblies.	Monitor the Playground Leaders termly, think about how they can inspire other children to be active
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:
Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons	Staff to take advantage of the CPD offered through our Inspire+ membership. Sports apprentice to support the delivery of PE and School Sport. Build in emotional health and wellbeing into the wider curriculum. Use specialist coaches and providers	Sports coaching £720	Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE. More confident and competent staff evidenced through feedback and lesson observations. Enhanced quality of provision - Increased pupil participation in	Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities. Support and provide new staff with CPD opportunities. Support new staff with using Get Set 4 PE scheme.

<p>to increase their confidence in delivery of the subject.</p> <p>To use Sport Apprentice to support teachers in specialised skills.</p> <p>Use of a supportive and progressive PE scheme – Get Set 4 PE.</p>	<p>for staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>Purchase quality assured resources to support teachers and support staff.</p> <p>PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations.</p> <p>Classes rotated to ensure all teachers benefit from coaches expertise with a skills focus</p> <p>Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</p> <p>Liaise with other local schools to share knowledge and expertise.</p>		<p>competitive activities.</p> <p>A more inclusive curriculum which inspires and engages all pupils.</p> <p>Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</p> <p>Evidence: Lesson observations. Staff questionnaire Pupil voice Assessment data</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>0%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Provide opportunities to take part in a diverse range of school sport through clubs, competitions and events.</p> <p>Continue to offer additional opportunities for all pupils to take part in physical activity and sport.</p> <p>Children to participate in festivals/ tournaments held through Inspire+.</p> <p>100% of KS1 children took part in a PE club this year, including SEND children.</p> <p>Increase opportunities for all children.</p> <p>Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p>	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through extra lunchtime and playtime clubs.</p> <p>Review extra-curricular activities through pupil/parent voice.</p> <p>Employ sports coaches to provide age and stage appropriate extracurricular sporting opportunities.</p> <p>Children to attend the lunch time / extra-curricular clubs.</p> <p>School to enter children into sporting festivals/ competitions.</p> <p>Links made with coaches and outside clubs – gymnastics/ cricket</p>	<p>£0</p>	<p>Engaged pupils, improved behaviour.</p> <p>Increased pupil participation in activities during lunch and play.</p> <p>Enhanced quality of delivery of activities due to specialist sports coaches.</p> <p>Enhanced, extended, inclusive extra-curricular provision planned – postponed due to Covid.</p> <p>Children have opportunities to experience new and exciting sports.</p> <p>Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership.</p> <p>Coaches signposting children to community sessions (gymnastics).</p> <p>Evidence: Participation registers. Pupil voice. Staff questionnaires. Curriculum map.</p>	<p>Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p> <p>Further increase opportunities for KS1 children – in and out of school.</p> <p>Provide all pupils with a wide and varied extra-curricular programme.</p> <p>Provide opportunities for competition weekly.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 provide regular opportunities for our children to compete in inter-class competitions.	Look at the competition calendar ensuring that the clubs feed into these.	£0	Competitive Sports day completed and enjoyed by all pupils.	Review attendance data and identify target children.
Attend competitions through the Sports Partnership and Inspire+ for different pupils to enjoy and experience participating in Sporting activities (when safe to start running such events).	Attend events with the support of teaching staff.		Interclass competitions begun and enjoyed by Y2 pupils.	Attend PE conference with new provider to ensure the offer is appropriate for our pupils.
Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.	Regular termly inter-class competitions.		Attendance registers of clubs;	Further widen opportunities for pupils to take part in competitive sporting events (inter-class).
	Celebrate participation.		Participation celebrated in Celebration Assembly, Class Dojo and Twitter.	Attend competitions (inter-school) weekly with new provider.
			Pupils motivated and inspired to take part.	

Signed off by	
Head Teacher:	
Date:	20.07.21
Subject Leader:	Faye Honeybun
Date:	19.7.21
Governor:	Laura Cook
Date:	21.07.21