

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:

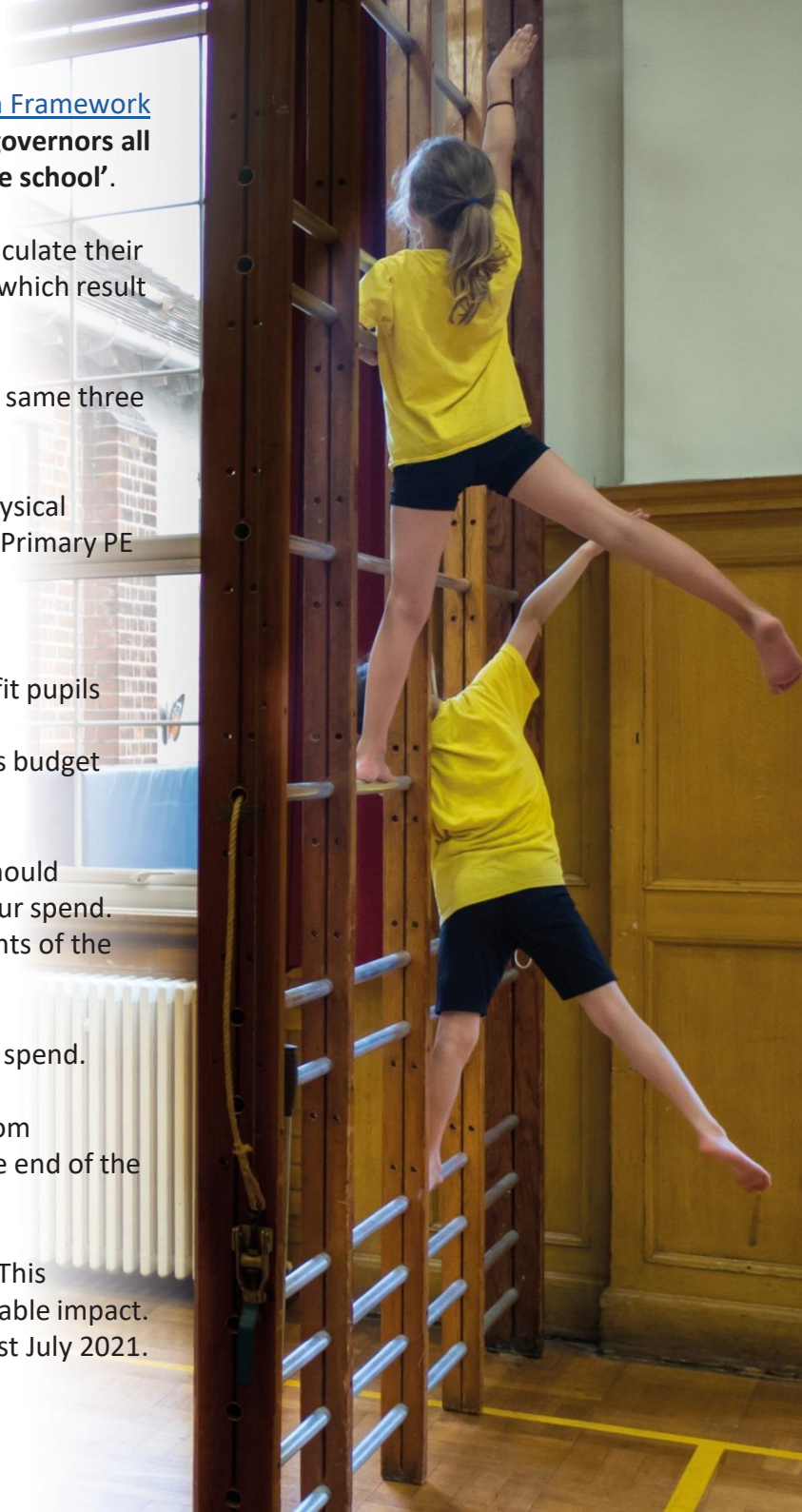
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
Virtual Games involvement: - Years 1 and 2 Gymnastics (approx. 180 children involved, bronze awarded) - Years 1 and 2 Cup Stacking (approx. 180 children involved) - Years 1 – 6 YouSkip Challenge (approx. 510 children involved, Gold Level awarded) - Year 1 Cheerleading (approx. 90 children involved) - Year 3 and 4 (approx. 180 children involved) - Active Together Parks promoted and accessed by families Whole school Mr Motivator workout arranged during lockdown – all children had access to the live session, over 500 families connected. Year 2 Golf Festival morning at school (90 children involved) Ordering of resources to allow fuller curriculum to be taught. Storage space identified and new outdoor shed ordered to be erected during summer holidays 2021) Timetable adjustments made due to Covid. Children wearing PE kits to school (frees time up, increasing children's physical activity time) New tracking system set up to track children's physical participation across the school (not used yet due to Co	Re map the curriculum when all on one site (to include use of single large hall space and small hall space, outside area and Muga), to be ready for Oct 21. Increased lesson support through observation and team teaching (many new staff, some staff new to schemes. Create new 'PE Vision' for whole school (need to adapt to all being on one site) Increased and better use of Twitter to promote. Currently Dojo is successful to allow parents to see what is going on, but it has been acknowledged that Twitter would widen the audience to include SSP. Limited Tweets have happened this year (YouSkip, Active Together Parks, Mr Motivator live session). Subject Leader Role to be split into Curriculum and Extra Curriculum. Currently both PE leads cover all areas and split Juniors/ Infants. Increased participation at KS2 for competitions (access all available by SSP) Increased inter class competition (to include most virtual challenges) Uniform for PE has slipped in standards during 2020 – 21. New rules are being set and shared with families in preparation for Sep 2021.

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

Total amount carried forward from 2019/2020 £ £5085.64
+ Total amount for this academic year 2020/2021 £16224.97...
= Total to be spent by 31st July 2021 £21, 310.61

Meeting national curriculum requirements for swimming and water safety.	Due to Covid restrictions the current year 6 have not completed their programme of study. Their results from year 5 have been 'lost' by Tudor Grange.
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.	%
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.	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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? <	

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: £25,82664 (including carried over)		Date Updated: July 21	
Key indicator 1: The engagement of all 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:
					£3,945.5 %
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?:
To offer structured opportunities for pupils at lunchtime to be physically active.		Play leaders to lead structured activities at lunchtimes including competitive games in each bubble.			LTS leader to take pupil voice in to account when planning activities.
To ensure a range of equipment is available for pupils to use to support play during playtimes and lunchtimes.		LTS to stocktake equipment and provide list of resources needed to PE coordinator			Continued CPD to support all LTS to continue to improve the lunchtime provision.
Continue to promote the ‘Daily Dash’		Daily Dash to be established across the whole school.			Ensuring that there is clear communication to all stakeholder groups about the value and importance of 30:30 and where this fits within the whole school curriculum offer
Re assess and push from KS1 – KS2 Active 30:30 across school		Timetabling to show where Active 30 will take place every day in all classrooms.			
		Sharing of online resources to help facilitate this e.g. Just Dance, Go Noodle, Boogie Beebies etc.		Wider variety of equipment being used (scooters, skipping ropes, different balls, bats)	
				Timetable for Active 30:30 not completed (partially due to Covid restrictions and time shortages).	

Implementation and sharing of ideas between KS1 and KS2.	Time given to PE coordinators to support and set up lunchtime activities. PE coordinators having time together. Working on tracking system, resources, storage, funding allocation.	£736	Discontinued at October half term 2020 due to lack of progress and impact on pupils. Bubble restrictions making it difficult to work with a wide number of children and for enough time at lunchtimes. Time available for physical activity reduced due to spreading out of lunchtime bubbles.	Increased support offered to LTS and additional training to promote better physical activity offerings to all pupils.
Increase physical activity and opportunities to all pupils at lunchtime.	Employment of Premier Active to support lunchtime physical activity across the school.	£2749.5		
Whole school approach to REAL PE / REAL Gym / REAL Dance	Subscribe to annual access and training to REAL PE resources (Create Development)	£460	All teachers and TAs have access to lesson plans, videos and online training, ensuring key skills are deployed to all pupils at the correct level.	Continue to subscribe and to keep up to date with new resources and training for staff.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

£1,155 %

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:
Continue to plan for COVID-Safe competitions throughout the academic year	Across KS1 and KS2 children to take part in a range of inter class competitions (including gymnastics, cup stacking, cheerleading)	£500	Events celebrated via school promotional avenues (Dojo, Twitter, Newsletter). Many activities had to be recorded due to bubbles not being able to mix. Videos shared between classes and with parents.	Review situation for inter class competitions when Covid rules change. To map out more clearly onto the whole school PE timetable the opportunities for inter class competitions.
To set up school house colours system. To create 4 house teams and for each child to be part of a house and to work towards shared goals and targets.	School families to be split into house colours. To be used during Sports events at first then widened to include other shared achievements.		Delayed set up due to Covid. Children now all split into houses and ready to be used 2021-22	To promote in early part of Autumn term to parents and children and to begin to use in PE lessons. To sort leaders /

National Sports Afternoon (to replace Sports Day)	Organise, set up and record events to share with parents. Purchasing of equipment.	£655	A celebration of sporting activities (including skipping, tri golf)	house captains for each year group. To consider impact of this years no parent event (positive feedback by students and teachers) and how to move forwards to ensure the children continue to embrace the Sports Afternoon next year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: (part of SSP) %
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 coordinators to attend all subject leader training sessions throughout the year, supported by SSP-virtual training	Continue with membership of SSP. Book supply cover where necessary. PE coordinator to book onto virtual courses and attend the relevant training, feeding back to the staff.	Part of SSP cost	PE coordinators remain up to date about new teaching and training. When only one coordinator has attended the other shares information and directs to the TEAMS PE coordinator group info. PE Co-ordinators are upskilled and able to pass knowledge on to all staff members back at school and continue to train staff where relevant.	Continue to attend all sessions and share information with SLT, others staff, parents and pupils when relevant.
NQTs to attend training available by SSP	PE coordinator to direct NQT towards		NQT feedback on impact of training	

	SSP virtual meetings and to follow up and actions needed to be taken.	£0	on personal knowledge, skills and confidence. NQT to use knowledge to improve teaching skills in specified areas.	NQT is upskilled and more knowledgeable.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£14, 638 %

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:				
Additional purchase of sports equipment	Lunchtime equipment Consumables e.g. tennis balls, cones, markers, balls Athletics equipment e.g. javelins, etc FS equipment including balance bikes Tri golf equipment Cup stacking cups	£475	More children accessing individual sports. Reception children riding balance bikes on a daily basis.	Equipment to be used again in 21-22 season for competitions.
Buying in of additional Tri Golf coach for KS2	To allow all children in year 3 to have coaching.	£345	Upskilling of pupils and staff by providing coaching by sports coach.	Asses needs for future years (current year 2 had one class have the training due to Covid restrictions)
Storage shed on junior site	New storage facility to enable PE equipment for lessons to be stored separately to lunchtime equipment, ensuring better use across the school	£3000	All equipment at the Junior site being used for outdoor PE lessons	Infant equipment to join the new shed storage Autumn term (in preparation for site merger)

Employment of Sports leader across Junior and Infant site to support teaching of PE and to support lunchtime physical activity delivery. Sports leader to provide after school clubs.	day. Head teacher to advertise and employ a new member of staff and to share roles and responsibilities with new staff.	£10, 819	are separate and easily accessible to all teaching staff. Sports leader found and job offered. Sports leader declined offer. New advert to be placed by head teacher.	Sports leader to be employed during Autumn term. Delayed.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2050 %
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:
Continue to support the development of key skills through coaching for pupils in the lead up to various sporting competitions.	Teachers and PE coordinator to provide coaching and opportunities for children to practise their skills.	£0	Children provided with the teaching of skills to enable safe and enjoyable participation.	Continue to work with SSP
Continue to buy into the membership SSP	PE coordinator to arrange for membership to be updates. Finance to facilitate payment.	£2050	Calendar of various sporting events and achievements shared via social media. Increased number of children in year groups taking part in competitions. 100% of children in KS1 and KS2 have taken part in competition in 2020-21.	Continue to work with SSP and to increase participation further.

£21788 spent

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Joy Brady and Dave Morgan

Date:	16 th July 2021
Governor:	
Date:	