

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 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>Our focus on lunchtime activity has been incredibly popular with the children. They are excited to be out and participating in sport and want to do so. More children are out and active and also participate in a range of activities.</p> <p>Forest schools has been an excellent addition in targeting inactive and less enthusiastic children. It has also provided for some children where mental health was a concern. Children have been able to grow in confidence and capability and self-belief.</p> <p>CPD ~ This has been an area of real success within school. Teachers are so much more confident in delivering PE. They know they have resources which they can use but they are also far more confident in adapting the resources in order to best suit the needs of the children who they are teaching. They also have grown in confidence as they have had access to a specialist and are able to both watch and seek advice from him in order to better their own practice and therefore teach higher quality PE.</p> <p>Until Covid19 hit, our access to competitions had increased hugely and we had been, in the previous years, to over 20 competitions, giving the children a huge sense of participation, experience and in many cases success as well as team work. This was a great achievement for us and both children and staff were proud of it.</p>	<p>Train a member of school staff to be able to deliver some additional lunch time sports. This didn't happen due to Covid19. The member of staff who was going to be trained was shielding and not in school, even when the children returned.</p> <p>Introduction of the much needed new equipment and resources and new sports activities in order to aid teachers in delivering the high quality lessons they are now confident to do.</p> <p>Use a wider range of sports to interest the children – delivered by our own staff, rather than needing to bring in outside coaches. Our own staff are now more confident and capable of doing this.</p> <p>Due to Covid19, our children have not been able to participate in the wide range of school competitions which we would normally participate in. We must ensure that, as soon as it is permitted, our children are back into these activities: cross country, swimming gala, hockey, football, rugby, dodgeball etc.</p> <p>It is evident from the children returning to school, that levels of fitness for many children has declined, whilst they have been at home over lockdown, due to Covid19. This is something that we need to improve and, as a staff, work together to help the children with.</p>

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

Total amount carried forward from 2019/2020 £14530
 + Total amount for this academic year 2020 / 2021 £17880
 = Total to be spent £32410

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.	
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.	90% 27/30
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90% 27/30
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90% 27/30
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?	Not this year due to Covid19

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:	
<p>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</p>					<p>Percentage of total allocation:</p> <p>38%</p>
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:	
Providing targeted activities or support to involve and encourage the least active.	<p>Activity Bags including equipment, have been created for each class to encourage children to be active / more active during their break times and lunchtimes.</p> <p>The school had a sports coach who was able to work with various groups of children from across the school to increase their activity levels but also to help them find the enjoyment in sports. The children were able to choose the activities which they did (from a selection).</p> <p>Inclusive sports targeting SEND / in need ELSA children to ensure that they were able to have the opportunity to take the lead / be successful in physical activities /</p>	<p>Cost included with equipment costs below *</p> <p>FSF 2 hours per week* (combined time)</p> <p>FSF £3525</p> <p>FSF 2 hours per week* (combined time)</p>	<p>Children always returned from these sessions and it was visible to see that firstly, they had worked hard and secondly, they had enjoyed themselves! Even better, some of the children even used the activity bags provided to their classes to teach similar games learnt in the sessions to their class mates during their break and lunchtimes.</p> <p>Children who are often not the quickest or not the most confident in some activities, such as football, were able to participate and be successful. Confidence and self-worth</p>	<p>A member of staff to shadow the sessions/access CPD to ensure these activities can be sustained and embedded.</p> <p>More equipment needed across the school to ensure all children are able to participate.</p> <p>Equipment that can present more of a challenge and more diversity within activities to be available.</p> <p>Now ask the children who attended the sessions – what would they like to see available at break and lunchtimes to help them remain active.</p> <p>Ensure that there are avenues and opportunities open to</p>	

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<p>Enable all children to participate in high quality lessons, matched with high quality equipment.</p>	<p>sports.</p> <p>The purchase of equipment to upgrade much of our very old and outdated equipment. For some sessions, children were sharing equipment or making do with alternatives.</p>	<p>£8928.40 * (equipment)</p>	<p>was raised. One child is now even playing for a local club.</p>	<p>children from all capabilities so it's never just a 'one-off.' Confidence can continue to be built on, skills can continue to be developed. Sports which they can succeed at can be found.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 0%</p>
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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>Raise the profile of sporting achievements by celebrating success.</p> <p>Encourage active travel to school.</p>	<p>Sporting achievements are celebrated in assemblies.</p> <p>Took part in two Active Travel Months. During October 2020 and May 2021, students and families were encouraged to walk to school. A wallchart was given to each class to record children actively travelling to school.</p> <p>Children are encouraged to cycle / scoot to school and use the bike storage.</p> <p>Year 6 children have participated in 'Bikeability' to achieve their awards.</p>	<p>£0</p> <p>PT / JG / Simon</p>	<p>Children were keen to travel to school in different ways & also encouraged their parents!</p> <p>29/31 = 94% of children achieved their bikability awards.</p>	<p>Train & give opportunities to the Sports leaders. This will continue next year.</p> <p>Active travel is promoted through school newsletters & social media. The school liaises with LCC Officer to promote Active Travel inc. encouraging parents to park and stride. (Winning banner from a child on display on fence)</p> <p>Purchase 2x balance bikes and 2 x bikes for older children who can't ride bikes & teach them - increased chance of being able to bike to school.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training and resources to help teach PE and sport more effectively to all pupils, and embed physical activity across the school.	<p>Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE co-ordinator has shared the training with staff where appropriate.</p> <p>All staff have had access to an onsite PE specialist. They have been able to access CPD which is specifically tailored to their needs, set up to plan, watch, deliver, feedback, improve.</p> <p>Continue to provide access to 'Get Set for PE' resources for staff which have proved to be a huge success.</p>	<p>HBSSPAN Membership £2727</p> <p>FSF (DC hours)</p> <p>£440</p>	<p>Staff confidence in delivering PE has increased</p> <p>All staff are confident in delivering PE. Children are gaining more from PE sessions and are more active in their sessions. More skills are being learnt.</p>	<p>The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD may be needed.</p> <p>Equipment to be purchased to enable the teaching and delivery of high quality PE.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 33%
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:
Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	<p>The KS1 and KS2 took part in virtual activities during lockdown. Children had access to less traditional sports such as yoga, HIIT, Boxfit, Pilates to name just a few.</p> <p>Children who were at home during lockdown were also able to experience home workouts done virtually.</p> <p>The school sent out a fun booklet to all parents, it was designed to keep children and families active over lockdown despite the COVID-19 restrictions.</p>	<p>Online</p> <p>£2175</p> <p>Part of HBSSPAN fee</p>	<p>Children were able to remain active during lockdown and were able to experience a wider range of activities.</p> <p>Even children who were at home, were able to participate in a wider range of activities.</p> <p>Parents were given the tools to help their children, whilst at home, to participate. Many barriers to participation were removed. In many homes, parents and siblings joined in too!</p>	Purchase of high quality equipment needed in order to provide children with a range of activities which are alternatives to tradition sport eg tchoukball and quidditch.
Introduce all children to a variety of sports which are those which can be hard to access or those which are not on offer in school usually.	<p>With the use of sports funding, we were able to organise for all children throughout the school to experience a wide range of different activities, delivered by professional organisations, both on and off the school site:</p> <p>* Climbing</p> <p>* Archery</p>	<p>Archery whole school £598.78</p> <p>Beaumanor day trip £1040</p> <p>Redpoint climbing wall whole school</p>	<p>All children, across the whole school, participated in sports which for most, they had not previously participated in. The excitement and interest levels were huge and they thoroughly engage in the activities. There was a 'buzz' around school on the days when the different</p>	<p>Provide children with links to ways in which they can continue some of these sports. eg. one of the year 5 boys, who is usually not interested in sports, was identified as being very good at the archery – the highest scoring in the class.</p>

	<ul style="list-style-type: none"> * Outdoor and adventurous activities * Circus skills * Team building 	<p>£657.50</p> <p><i>Circus skills KS1, LKS2, Team building & OAA £ 780</i></p> <p><i>Circus skills UKS2 £200</i></p> <p>Total = £3856.28</p>	<p>activities took place. Many children were interested in being able to continue these activities further.</p>	<p>He is interested in taking it up. It now needs to be made possible for him to do this by us making the links for him. (Same applies for many of the children with the climbing).</p>
<p>Purchase of equipment to enable children to access and participate in a wider range of sports and activities.</p>	<p>Purchase of equipment to enable the children to participate both during lessons and also during active break and lunchtimes.</p> <p>Tchoukball set £171 Quidditch set £560 Circus skills sets £580 Table tennis tables x 4 £2780</p>	<p>£4520.96</p>	<p>So far, these activities have gone done superbly with the children. Not only are the 'sporty' children enjoying a new challenge, but it is evident that children who can be 'less active' are enjoying some of these different activities. Some have said that they feel they are starting out at the 'same place' as others and feel 'equal' and others find the activities more enjoyable. The values which come alongside some of the activities (eg Tchoukball, based on respect, have had an impact on the way in which some of our children approach sports). Table tennis has proved incredibly popular at break times and lunchtimes, with a large majority of the older children wanting to be involved!</p>	<p>More time is needed to adults to have some time to get to know the activities in order to deliver them to the children.</p> <p>More time is needed for children to participate and get to 'know' these activities, building up knowledge of them.</p>

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:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	Due to Covid, our normal level of competition outside of school has not gone ahead this school year. We have, however, aimed to have a level of competition within school. All children have been able to access a competition within their 'bubble.'	0%	100% competition within 'bubbles.'	Due to Covid19, our usual number of competitions attended was significantly lower than it would normally be. This will be a focus going forward, to ensure our children are able to get back to grass roots competition (when Covid19 guidelines permit).

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	