

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 2021: | Areas for further improvement and baseline evidence of need: |
|--|--|
| <ul style="list-style-type: none"> • There is a long-term PE plan in place and planning available on the PE Hub This ensures progression in the PE curriculum. • Children have sports equipment at playtimes and play a variety of active games. • Staff ensure playtime and PE resources are up to date and meet the needs of the curriculum and children. • Sports Coaches 2x afternoons including 2x lunchtime clubs. • Broader experience of a range of sports and activities offered to all pupils i.e. cricket coaching and tennis coaching. • PE planning is more consistent using PE Hub. • Hosted Sports Day even though COVID. • Home learning PE activities provided during COVID Lockdown-we regularly posted links to sporting activities and live videos-Qualitas Sports, Premier Education, Joe Wicks. • Tennis taster sessions. • Children are able to share personal sporting achievements in assembly. | <ul style="list-style-type: none"> • Further extra-curricular sports clubs to start again after COVID bubble restrictions. • Hope to attend more sports cluster events (been restricted due to COVID). • Share more sporting achievements on Class DOJO. • Audit of PE equipment. • Staff to become more confident with using planning from PE Hub. • Physical activities to be led by sports leaders within school. |

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 £0

+ Total amount for this academic year 2020/2021 £ 17,220

= Total to be spent by 31st July 2021 £ 17,220 (carry over of £2000 for next academic year)

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| <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>Due to exceptional circumstances of Covid this year, no school swimming has been possible.</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> | % |
| <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> | % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | % |
| <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> | Yes/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.

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|---|--|---|---|--|---------------------------------|
| Academic Year: 2020/21 | | Total fund allocated: £ 17,220 | | 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: |
| | | | | | 34% |
| 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?: | |
| <ul style="list-style-type: none">To provide a safe environment for children to participate in physical activities. | | <ul style="list-style-type: none">Maintain PE areas-field, sports courtResource Boxes created for children to use at social times within their class bubblesMaintenance and repair of equipment (inc annual inspections) | £1000 £200 £700 | <ul style="list-style-type: none">Children will feel safe whilst performing physical activities and they will make purposeful use of the equipment. | |
| <ul style="list-style-type: none">Children to undertake at least 30 minutes physical activity a day. | | <ul style="list-style-type: none">Lunch time clubs ran by TA's 3 x weeklySports coach clubs at lunch times 2 x weeklyChildren have active movement breaks throughout the dayForest schoolsMore focus given on Mental health-Stronger Together, Change Team leading clubs based on wellbeing. TA supported | £2000 £1000 Already costed £1000 | <ul style="list-style-type: none">Children will maintain healthy, active lifestyles | |
| | | | | <ul style="list-style-type: none">Lunchtime supervisors will encourage children to participate in physical activity during lunchtimes.Class timetables to show physical activities throughout a week. | |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | 29% |
| 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"> Consistent teaching delivered through the PE hub scheme of work. | <ul style="list-style-type: none"> Ensure all teachers feel confident and skilled to use the PE hub. Ensure the correct equipment is available to deliver the lessons-PE Leaders given time non contact time for this. Leaders to attend Trust PE CPD sharing event | PE Subscription £500 £1000 £500 | <ul style="list-style-type: none"> Children make progress according to their year groups skills. Progression of skills is evident throughout school. | <ul style="list-style-type: none"> Progression evident in all year groups. |
| <ul style="list-style-type: none"> Stronger communication between sports coaches and teaching staff to ensure that objectives and progression are clear and understood. | <ul style="list-style-type: none"> Sports coaches to share planning/achievements with teachers. TA support provided to work alongside sports coaches. | £3000 | <ul style="list-style-type: none"> Children make progress according to their year groups skills. Staff are fully aware of content of lessons/ progression. | <ul style="list-style-type: none"> Progression evident in all year groups. Staff are confident that there's whole curriculum coverage. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|---|---|--|
| | | | | 15% |
| 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"> Children to experience a wide range of sporting experiences. | <ul style="list-style-type: none"> Children to attend Highfields Sports Cluster Events. Children to have the opportunity to have training sessions with cricket and tennis coaches. Children have the option to attend lunch-time clubs with sports coach. Selected year groups to attend Forest Schools- equipment and TA support Children (Yr 4/5) to be involved in weekly gardening project-link to Mental Health Change Team. Resources, equipment and staffing costed here. Development of garden area for EYFS (Physical Development) | <p>Already costed</p> <p>£1000</p> <p>£500</p> <p>£1000</p> | <ul style="list-style-type: none"> Children have experienced a wide range of sports. Children have developed a wide range of physical skills. | <ul style="list-style-type: none"> Ensure teaching of new sports is taught in the curriculum. |

| Key indicator 5: Increased participation in competitive 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: |
| <ul style="list-style-type: none"> Competitive sports to be included in PE yearly overview. | <ul style="list-style-type: none"> Highfields Sports Cluster Membership. Children to be a part of sports day. Trophy shelving unit in entrance. Sporting achievements celebrated in assembly, class dojo and newsletters. Sporting events photos to be shared on dojo and school website/social media. | £1000 (Membership) £2000 (Cover and Transport) £100 | <ul style="list-style-type: none"> Children have increased confidence in a wide range of sporting skills. Children have experienced a wide range of sports. Children will have greater understanding of competitive sports. | <ul style="list-style-type: none"> Continue developing relationship with Highfields Cluster. |

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| Signed off by | |
| Head Teacher: | K.Chadbourne |
| Date: | 13 th July 2021 |
| Subject Leader: | Adele Doxey/Chloe Montgomery |
| Date: | 13 th July 2021 |
| Governor: | S.Herbert |
| Date: | 13 th July 2021 |