

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:

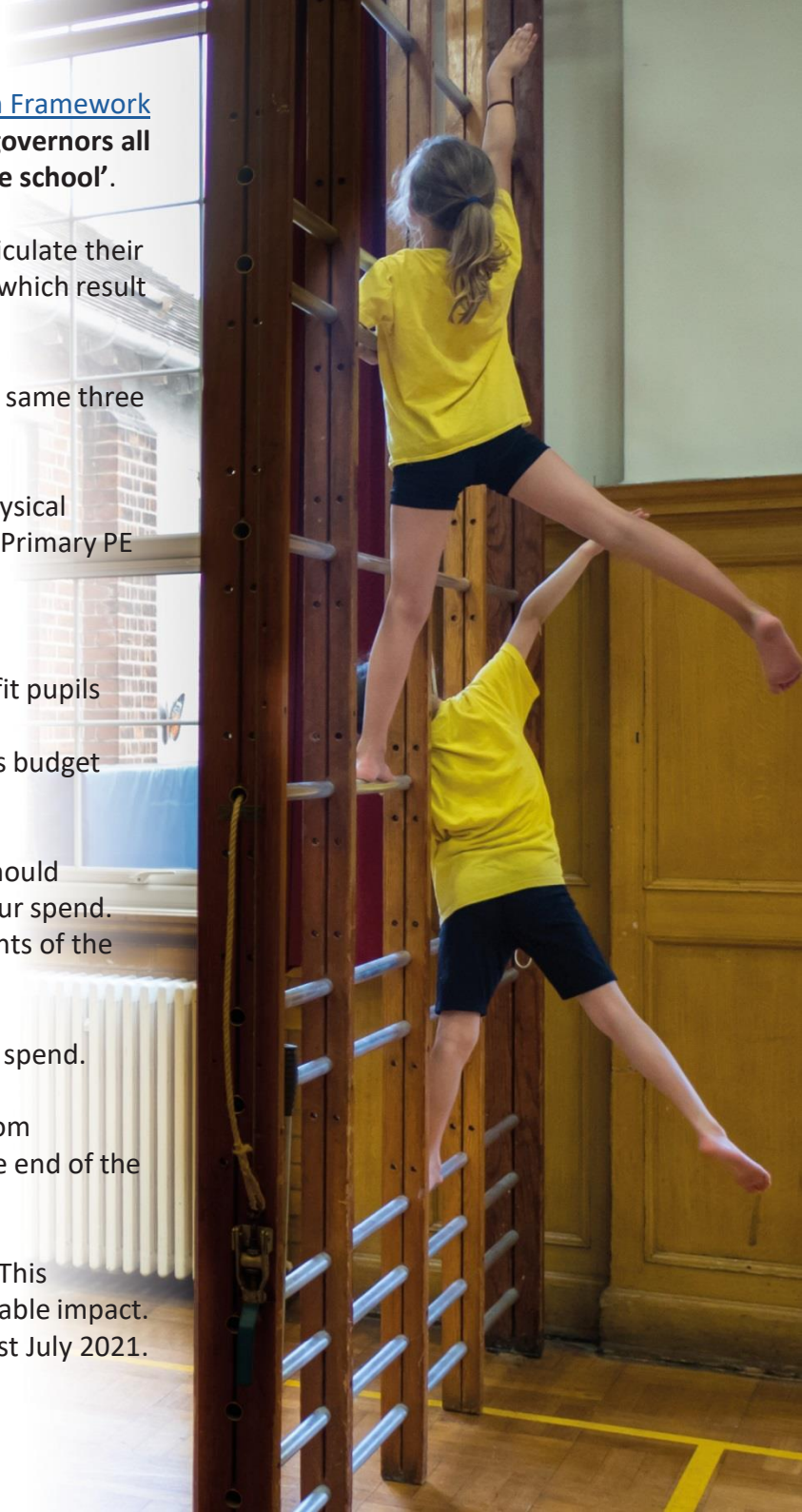
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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>Increasing the opportunities for children to participate in competitive sporting activities at all age levels. AVSSP affiliation and competitions package.</p> <p>Increasing the skills and knowledge of the staff, through CPD and mentoring with high level coaches.TA specialist PE teacher course.</p> <p>Developing children’s fitness levels, core strength and fundamentals through short daily practice and intervention groups.</p>	<p>Further increase the opportunities/time for PE activity to promote fitness, wellbeing and health, especially our SEND and disadvantaged pupils.</p> <p>Involve pupil voice in planning our sports provision.</p> <p>Continue to find ways to make better use of our limited space and facilities, ie themed activity days which include physical activities.</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 £3,355
+ Total amount for this academic year 2020/2021 £16,760
= Total to be spent by 31st July 2021 £20,115

<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>	92%
<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>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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 but we are from September 2021, doubling our provision for one year.

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: £20.115		Date Updated: June 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: 36%
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?:	
All pupils, including those with SEND, undertake at least 30 minutes of physical activity a day in school	Specialist PE trained TA 4 hours PE lessons per week 3 ½ hours lunchtimes, interventions and competitions per week		£4,600	All children have 2 ½ hours PE timetabled per week. Children with poor core strength receive short bursts of tailored exercises to improve this, which helps posture, (in class) concentration and stamina, especially in writing.	
	AVSSP teacher lunchtime club, PE lessons and ASC Increased 2 hours PE lessons, 1 hour targeted groups lunchtime club (SEND and friends) Free to all ASC 1 hour. Target PP		£1500	Extra PE lessons. Games taught to SEND and Friendship group. These games are played most lunchtimes without supervision. SEND more active. ASC Strong attendance PP 40% and 25%	
	Jump Start Johnny annual subscription Daily active morning wake up		£300	Popular energetic start to the day,	
				Sustainability and suggested next steps:	
				Continue, and need to develop a wide range of PE resources which suit our facilities and needs of the children. Planned fitness focus weeks half termly.	
				Continue and use lunchtime club to help develop sports leaders.	
				Pupil voice continue.	

	30mins per week		can be done outside and inside covid safe.Children ask to do this in spare time.Motivates children and children feel ready to learn after.	
	Premier Sport y6 Transition unit 'Personal Qualities' 2 hours per week x 6 focus on wellbeing and personal quality development (through PE)	£800	Increased self-awareness , and personal development opportunities linked to PE especially teamwork and co-operation	Can be continued, child/teacher reflections must be incorporated to adapt the course to best suit the children's needs.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				See below%

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:
Increased outdoor learning and physical activity to develop whole school catch up/SIP target for embedding Metacognition skills through a wide variety of Problem Solving activities.	Increase capacity in school and in the timetable for outdoor activities. Training forest schools level 3 x 2 teachers	See below in key 3	Increased timetabling of outdoor learning, which increases children's opportunities for problem solving practical tasks.	Training due to complete in April 2022 Shift CPD focus then Dance. Post Covid need to move back to training sports leaders for use in the school, and wider community (infants and Glebe Luncheon Club etc)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%

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	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:

consolidate through practice:				
Receive quality first teaching in the outdoor environment through outdoor learning (gardening, bushcraft and forest school activities)	Forest school level 3 training x2	£1600	Increased confidence of staff to provide high quality opportunities for children to solve problems outdoors. Children's wellbeing and resilience improved from working outside/in nature and by being successful and useful through completing practical tasks.	Develop timetabling to include intervention group work each afternoon in outdoor learning. Start ASC for gardening.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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:
All children can experience a wide range of sports, including those with disabilities, and use pupil voice to develop the range of sports taught in school. Inspire children to be active in the outdoors.	Archery Boccia Bowls Boccia/ Bowls target Forest School resources Extra PE/playground equipment	£640 £80 £80 £100 £600 £340	Children asked for frisbee@@ and dodgeball to be taught in school. Targeted sports that 'all' our children can easily access. Excitement and participation increased in outdoor/physical activities.	Continue to develop resourcing PE with children's needs and views at the forefront, both in PE and Forest schools.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:
Provide opportunities for children to compete in a wide range of sports.	AVSSP affiliation/competitions package	£850	AVSSP continue to broaden their provision of competitions, both through increased sports and age groups targeted providing greater opportunities for all our children.	Continue to sign up for competitions packages.

Signed off by	
Head Teacher:	Chris Orridge
Date:	5 th July 2021
Subject Leader:	Chris Orridge
Date:	5 th July 2021
Governor:	Fiona Horton
Date:	5 th July

Notes: Planned expenditure on the following did not take place due to Covid Pandemic Restrictions. 21-26% of the budget.

Elsham Activity Centre Outdoor adventurous activities £2000

Deda dance teacher 4x 1 day £1000

Lea Green Summer Activity day cost not confirmed as booking process incomplete £1000-£2000

Baptist Chapel PE hall rental £200

2021 Expenditure We intend to use some of the underspend to double our swimming provision, to enable catch-up for children who missed their swimming sessions this year. Highlighted red expenditure is extra spending from January 2021 which was to make sure the underspend from the previous year was used before the May deadline (which was later extended to July.)