Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2040
Total amount allocated for 2020/21	£19614
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7427.62
Total amount allocated for 2021/22	£19446
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27002

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	45%
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	37%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?	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.

Academic Year: 2020/21	**Total fund allocated:**	**Date Updated:20/7/21**	
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: 27%

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 increase physical activity levels across the school and raise children's and parent's awareness of these levels.	Physical activity trackers (Moki) have been purchased for KS2 children so the teachers are more aware of how much moderate to vigorous physical activity children are undertaking each day.	£ 5010	Physical activity levels on week 1 of using the bands highlighted that 40% of KS2 were physically active for 30 minutes each day. At the time of writing, last weeks data showed that 74% of KS2 were physically active for 30 minutes each day.	House competitions to further raise the profile to see which house had the most steps each week. Travel competition – which class can walk the amount of steps required to travel to a certain destination first.
To raise physical activity levels during break and lunchtimes.	Through our playground zones we have decided that we are going to have a scooter/balance bike zone so they were purchased along with helmets for the children to wear.	£740.95	Children are using the scooters and balance bikes daily and activity levels have risen as a result (see above numbers).	Additional zones are going to be created next year such as a climbing wall, dance/cheerleading area, loose parts area and potentially a version of a trim trail.

To raise activity levels following Covid lockdown to boost physical and mental health.	Small items were purchased for each class to allow for physical activity breaks throughout the day – skipping ropes, bibs, balls, cones and spots.	£320	All children participated in physical activity breaks every day following return from lockdown and children were excited towards the physical activity breaks.	Teachers to continue to use the equipment next year to provide physical activity breaks each day.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
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 use forest school as a way of engaging our children in their topic learning and making it more meaningful.	Forest school equipment (billhooks, saws, gloves, paracord, flints, axes) purchased to enable children to work together in groups.	£299.95	The culture is beginning to change and teachers are understanding that they can use the outdoor area a lot more to create different learning opportunities/ Children were excited about working outdoors and were able to transfer their learning back to the classroom. All children from year 6, 5, 2 and 1 have spent time in the area to link their topic to forest school.	Two learning support assistants are going to be attending forest leader training next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:

To raise awareness of differentiation, good practice and what makes a good physical education lesson.	Two staff meetings with Ryan Ellis (The PE Umbrella) took place around the STEP principle for differentiation, the ingredients of a good lesson and also looking at how lessons can be more skill focused following a TGfU approach and how they can link to wider curriculum learning.	£350	Teacher's view of PE is beginning to change since the training and have been using more skill based lessons. The majority of lessons are beginning to become more differentiated and this will continue to be a focus into next year.	We are going to continue to work with Ryan Ellis in the Autumn term where he will work with teachers to plan a unit together following a skill focus rather than sport with clear differentiation.
To improve teachers understanding and delivery of dance as some of our teachers had never taught dance due to previously employing sports coaches.	Teachers have worked with a local dance company (Off Balance Dance) to observe a unit of dance being taught that links to their topic curriculum.	£3500	The teachers and children have all been positive about the dance lessons and teachers have loved seeing how dance can be used to teach elements of the wider curriculum. One example being the teaching of earthquakes in year 3 through dance where the teacher has since stated that she will use the same idea next year in her curriculum/geography lessons.	We are going to continue to work with Off Balance Dance next year to continue to develop the teacher's and children's confidence in dance. Meetings will take place between the dance teacher and the class teachers so they are able to plan the units together. Due to how well dance was received we are going to also be running dance clubs next year.
To improve the delivery of gymnastics across the school.	We have subscribed to Real Gym and teachers have had training around 'Real Gym' which is what we use as our gymnastics curriculum.	£900	All teachers have delivered gymnastics lessons this year (previously taught by sports coaches) and from observations their confidence is improving.	We are going to be using Premier Education to provide afterschool gymnastics next year and will look at training our newly qualified teachers and teachers who are lacking confidence when teaching gymnastics with them.
	Gymnastics apparatus has been purchased so that children are able to be more active during lessons rather than having to work in large groups.	£2605	Children are now active for at least 70% of gymnastics lessons. Recent observations of EYFS in particular demonstrated that children were able to be physical for the whole	

			lesson as they had enough apparatus to work in pairs.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	**Implementation**		**Impact**	1%
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: Year 5 Children were able to experience a day of kayaking	Transport was arranged to take 40 year 5 children to Birmingham for a kayaking taster day as part of travel to Tokyo programme.	£275	100% of children had not experienced kayaking before and all children had a fantastic time and all said that they would want to have another go at kayaking.	Look at further opportunities to take children across the school on more adventurous activities.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 3%
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 continue participation in intraschool competitions whilst in bubbles.	Additional equipment was purchased so that we were able to participate in intraschool competitions and virtual school games interschool competitions safely without mixing equipment.	£465.48	100% of children from years 2-6 were able to participate in various virtual competitions such as athletics, football and fundamental movement competitions.	Wider range of equipment is now going to be available when the school is no longer required to stay in bubbles.
To allow children to participate against other schools.	Transport was arranged to allow the children to participate in a footgolf competition against other schools.	£80		

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