

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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

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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Supported by:

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,560
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,806 (16%)

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.	
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.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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

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:
<ul style="list-style-type: none"> • Additional swimming tuition for least able swimmers in Y4 and 5 (this also included valuable training for two staff members). • Strong ethos throughout the staff for quality PE lessons and extra-curricular activities. • Opportunities given to children for engagement in other sports i.e., Roller skating and trampolining. 	<ul style="list-style-type: none"> • Increase the number of intra-house sporting activities to encourage all children to participate in competition with particular focus on least active and SEN children. • Introduce children and staff to further sporting activities. • Develop Early Years children’s balance and co-ordination through use of balance bikes and bicycles. • Take forward the learning regarding playtime games to ensure all children are supported in increasing their physical activity at this time.

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: £14,754		Date Updated: 30 th 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: 26.8%
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 consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> To increase the use of playground games and raise the overall physical activity at break and lunch times. SLA – subject leader CPD and support the development of PE and School Sport. 		<ul style="list-style-type: none"> Additional Teaching Assistants (that have previously received training in lunchtime physical activities) deployed at these times to facilitate the improvements -two additional staff per lunchbreak and playtime (KS1 and KS2) 2 hours x 190 x £19.19 (average TA wage, incl. oncosts). Positive attitudes towards healthy active lifestyles are encouraged among pupils and staff, extended to parents 		£3646 (split equally between Indicator 1 and Indicator 2) <ul style="list-style-type: none"> Teacher questionnaires Pupil questionnaires 	
				To gain support with setting up change for life clubs to engage least active and to gain training for pupils and staff on real leaders in school.	

	<ul style="list-style-type: none"> and carers. Pupils are encouraged to make healthy lifestyle choices. Effective leadership and monitoring is carried out by subject leader. All children feel confident to participate in PE. 100% of pupils participating in PE lessons and enjoying PE lessons too. Children are achieving their 30 minutes a day through sports leaders and by educating staff. 	£300		
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Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
24.7%

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?:
Developing sports leaders: Train and reward the school sports leaders.	<ul style="list-style-type: none"> Sports leaders will run lunchtime clubs. Sports leaders will be rewarded for their efforts with a trip to the climbing centre. 	£3646 (split equally between Indicator 1 and Indicator 2)	Sustainability and suggested next steps:

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12.7 %
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"> Dance sessions for the whole school with Aspire Dance, to develop all teachers' confidence to teach dance. Tennis coach for years 1 and 2. New staff teaching PE in KS1. 	<ul style="list-style-type: none"> All staff are confident and competent to deliver high quality PE. The quality of PE lessons is good or outstanding. Good practice is shared, and feedback sought which drives the effective development of PE. 	£1520 £350	<ul style="list-style-type: none"> Competitive event performance. Uptake in afterschool clubs by the end of the year. 	Performance to parents and enter a dance competition at The Courtyard next year. Continue to enter events for tennis and teachers to deliver sessions themselves.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28.4 %
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: <ul style="list-style-type: none"> To develop a range of extra-curricular activities. To broaden the range of sports that children learn in the school. Purchase of additional sporting equipment to 	<ul style="list-style-type: none"> More children taking part in activities, such as golf and badminton. Engaging Superstars to provide high quality engaging lessons focussed 	£3892 £300	Meeting was cancelled due to lockdown.	Continue into 2021-2022.

facilitate the increased range of sports on offer in the school.	on the delivery of new sporting activities. These were attended by staff to ensure they were able to deliver these same lessons in future years.			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 7.5 %
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:
<ul style="list-style-type: none"> • Provide opportunities for children from YR – Y6 to participate in intra-school sports competitions each term. • Provide more opportunities for children from Y3 – Y6 to participate in inter-school competitions and festivals. • To develop close community links with local sports clubs and actively encourage children’s involvement in these clubs. 	<ul style="list-style-type: none"> • More KS2 have participated in inter-school competitions and festivals. • KS1 have begun to take part in intra-house competitions. • Pupils recognise the wider benefits of participating in sport and consider it an important part of their development. <p>Pupils experience taking part in a range of competitive events.</p>	<p>£750 (contribution to minibus expenses)</p> <p>£350 (to cover overtime etc for minibus driver)</p>	<p>Photos and house points.</p> <p>Number of competitive events.</p>	<ul style="list-style-type: none"> • Intra-school competitions timetabled for KS2, develop KS1... • A wide range of inter-school competitions. • In touch with: <ul style="list-style-type: none"> - The sand climbing centre in Hereford. - Hereford Golf Club - The Core Roller Skating - Weobley Bowling Club - Typhoon Swimming Club, Lucton.

Signed off by	
Head Teacher:	<i>Stephen Warrell</i>
Date:	30/6/2021
Subject Leader:	<i>Sarah Powell</i>
Date:	30/6/2021