

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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](#).

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>The school continues to enhance the children's physical literacy through extra-curricular play. Over the past academic year, the sports premium has been used to provide the children with play equipment.</p> <p>The purchase of a comprehensive scheme of work (Primary Steps in PE) which has been developed as a guide to annotate and personalise dependent on the class. This covers all year groups across the whole PE and sport curriculum.</p> <p>To facilitate this curriculum, we have a wide range of PE equipment to ensure children can experience a range of sporting activities.</p> <p>Provided opportunities for children to compete in both intra-school and inter school competitions across a range of sports.</p> <p>Provided opportunities for less able pupils to compete for the school in competitions like tri-golf, rounders and orienteering.</p> <p>CPD for subject leader and staff delivered through the membership of the Get Ahead Partnership.</p>	<p>Net and wall games / OAA – Used staff audit and Get Ahead audit tool to make a detailed analysis of the subject within school. These two areas were of most concern. Staff subject knowledge and activity provision was the concern within OAA. However, the issue with net and wall games was delivery within the limited space of our school grounds.</p> <p>Will provide orienteering equipment for OAA as well as problem solving activity resources. CPD will be provided with the orienteering equipment.</p> <p>Net and wall games will need new equipment and CPD / modelled lessons on how to deliver this within the school.</p>

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

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.			Total Carry Over Funding: £21,864.74	
Intent	Implementation		Impact	Sustainability and next steps
Updating playground ‘play’ equipment so more children are active and for longer.	Discussion with Senior School Management and Junior Leaders. Purchase equipment within specific areas of the playgrounds.	Carry over funding allocated: £1600	Children are visibly more active during break times. Children developing skills transferable to PE lessons.	Adults actively encouraging children to use the equipment. Redevelopment of areas of the playground to facilitate games.
Wet playtimes and lunchtimes are active for all.	Discussion with all staff. Adults leading Just Dance / Silent Disco activities within the classrooms utilising smart TVs.	£2777	Child engagement leading to 30 minutes of activity per day. Wellbeing of all in school enhanced. Offering less active children a non-competitive activity.	Develop a lunchtime Just Dance / Silent Disco club.
Development of net / wall games provision. Procurement of outdoor table tennis equipment.	Purchase and installation of tables.	£6240	Improved provision of this area of the PE curriculum within a school with limited space.	Focus on the use of new equipment with the existing volleyball equipment for increased capacity and sustainability within this area of the curriculum.
Development of net / wall games provision. Procurement of tennis equipment.	Purchase of nets, mobile posts and rackets.	£1494	Improved provision of this area of the PE curriculum within a school with limited space.	(see above) CPD for teachers to deliver lessons.
Sports activity bags to ensure all pupils are active at home during lockdown.	Purchase of sports equipment which was distributed to every child.	£3955	Children were more active at home. Wellbeing of children enhanced through the gift.	Sports equipment now at home so children will be more active.

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Development of invasion games provision. Procurement of movement and skill based equipment with a focus on football.	Purchase of nets, slalom poles, passing arcs, hurdles, markers, cones and specific sized footballs.	£2863	Improved provision of this area of the PE to cater for carousel activities. Children are able to develop skills through variation.	Focus on the use of new equipment with the existing invasion games equipment for increased capacity and sustainability within this area of the curriculum. CPD for teachers to deliver lessons.
Development of striking and fielding provision. Procurement of skills based and mini games equipment.	Purchase of throwing and catching rebound nets, batting tees, balls and specific sized bats.	£1882	Improved provision of this area of the PE to cater for skills based carousel activities. Children are able to develop skills through variation moving onto mini games of Kwik cricket.	See above.

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.	48%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

There was an intention to provide swimming booster lessons, approximately £4000, for children who had achieved their 10 metre Swordfish 2 award (6 %) over the Summer term 2021 but had yet not achieved the National Curriculum standard of 25m. This extra provision was then to be extended to children who as yet had not reached the 10m mark (46 %). However, due to Lockdowns, normal swimming provision across the county has been delayed, so as a school we were unable to provide the swimming boosters.

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:	
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: 48%
Intent	Implementation		Impact	Sustainability and next steps
Sports Apprentice (Links to Key Indicators 4 and 5). To engage children with a range of physical activities during extra-curricular time. Target less active pupils.	Use resource packs, active play equipment and instant engagement activities.	Funding allocated: £8000	Targeted children and groups are more active leading to independent physical play and confidence.	Targeted children will hopefully transfer these new skills and confidence towards PE lessons.
Active play equipment for the Year 6 playground so more children are active and for longer.	Discussion with Senior School Management and Junior Leaders. Purchase equipment within specific areas of the Year 6 playground.	Funding allocated: £1000	Children are visibly more active during break times. Children developing skills transferable to PE lessons.	Adults actively encouraging children to use the equipment. Redevelopment of areas of the playground to facilitate games.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 23%
Intent	Implementation		Impact	Sustainability and next steps
Intra-school competitions (Links to Key Indicators 5). To excite children and place PE and sport at the forefront of school life. Focus on fair play and teamwork. To develop skill across the curriculum and to promote good behaviour.	Add to the existing sports hall athletics equipment. Introduce events to children in assembly with guidelines and rules. Allow teachers time to develop the children's teams. Run the competition. Hand out rewards during assembly.	Funding allocated: £1781.27	Identify which children take part and those who do not. Children should become excited and enthused about sport	Differentiate the competition based on age. Develop further opportunities in a variety of sports.

Orienteering (Links to Key Indicators 4 and 5). To provide children with a cross curricular activity and develop the OAA area of the curriculum.	Procurement of the orienteering training set with app. Develop this with subject lead led sessions with specific classes.	Funding allocated: £2358.73	Pupils have the opportunity to build their communication skills, resilience and self-esteem while working as part of a team in a cross curricular activity.	To use this in conjunction with the intra-school competitions. CPD sessions with staff to deliver during curriculum time and to use as an extra-curricular club.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
Intent	Implementation		Impact	Sustainability and next steps
Get Ahead Partnership Improving subject leader's professional learning through CPD opportunities.	Subject lead attended termly North Lincolnshire PE forums to share and implement good practice. Subject lead has also used Get Ahead Audit tool to support knowledge of PE Deep Dives.	Funding allocated: £3160	A subject review was undertaken resulting in the need to address issues within the OAA and net/wall games areas of the PE curriculum.	The findings of this audit has led to immediate action within these areas resulting in the ability to review once equipment is delivered and lessons are undertaken. CPD will be offered to supplement staff knowledge.
To have a highly trained subject leader that is able to continue to offer high quality CPD for school staff.	Subject leader to undertake Level 6 award in Primary Physical Education in Subject Leadership.	Funding allocated: £1500	Continued high quality provision of PE and developing leadership skills further to support staff across the school. Delivery of lessons to have a greater impact on children's learning and skill development within the subject.	To use AfPE professional courses as a supplement to the Get Ahead CPD courses.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
Intent	Implementation		Impact	Sustainability and next steps
Get Ahead Partnership Providing an inspirational experience for the whole school.	Organisation of Silent Disco, orienteering and festival events,	Funding allocated: (see above)	Staff and children were excited by these opportunities. Potential impact of wellbeing across the whole school including adults.	We purchased Silent Disco equipment with previous Sports Premium funding.
Colour Run WOW event. All children to take part in a whole school event which is active and fun.	Signed-up to the Get Ahead bolt-on activities and liaised with the partnership for date to hold the event.	Funding allocated: £750	Children participating within the events. Pupil voice on children's perception on physical activity.	To continue to include whole school day events. Potential to offer these events without the support of the partnership.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	Sustainability and next steps
To ensure all children could actively take part in an intra school event post Lockdown 3.	We were due to hold an orienteering and a Summer Festival event led by the Get Ahead Partnership team. However, these events were cancelled due to the self-isolation of various year groups.	Funding allocated: (see above)	All children would have been involved including those who would not normally have the opportunity to take part in competitive sport on such a big scale. Children would have been able to take part in a known and friendly environment. We will do these events next year.	To continue to include whole school day events. Potential to offer these events without the support of the partnership.

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