

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](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 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:
- Increased daily/regular physical activity taking place in school with Mile a Day being embedded into the school day and the use of the new climbing frame. - Staff CPD development and confidence to deliver a range of different sports in PE. Weekly PE coaching has increased range of sports taking place. - Level 3 Dance Training achieved by PE Co-ordinator. - Achievement of 'School Games Sports Mark' due to COVID restrictions.	- Development of playground and the sports equipment for playtime to encourage the range of different sports to be taken up and the amount of physical activity taking place in school. - Continued staff CPD on developing PE teaching in school. - Development of children's assessment of PE and development of fundamental skills through the use of peer assessment and observation. - Continued increase in the amount of physical activity within and outside of PE lessons. - Development of swimming provision in school for all year groups.

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

YES/NO * Delete as applicable

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: £ 7000	Date Updated: September 2020
What Key indicator(s) are you going to focus on? <i>The engagement of <u>all</u> pupils in regular physical activity.</i>			Total Carry Over Funding: £ 7000
Intent	Implementation		Impact
Your school focus should be clear how you want to impact on your pupils. Provision of a new climbing frame on the playground to increase the children's enjoyment and physical activity during break times in school.	Make sure your actions to achieve are linked to your intentions: Ordering, design and implementation of the new climbing frame to be used in school.	Carry over funding allocated: £7,000	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: Children are engaged in more physical activity within the playground. All year groups are inspired by the new equipment from Reception to Year 6. Use of the equipment has been limited and difficult to track as the equipment has been limited in use due to COVID and the restrictions on cleaning and using the equipment with specific time gaps between bubble use.
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: Increase use of the climbing frame after COVID lockdown so all the children have access this on an extended timetable for all year groups. Combined with new playground markings children will have an extended range of equipment to use in school.

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.	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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?	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.

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:	
- Increase children's engagement in PE and physical activity throughout the day as a response to COVID19 and to support the children's mental health in school. - Purchase new equipment to support teaching, extra-curricular and break / lunchtime sports. - Support the playground development project to redesign the playground markings in order to increase physical activity and games at breaktime and lunchtime. - Improve the access to and the quality of resources.			50 %	
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 will have access to an increased amount of daily/regular physical activity during the school day. Increase in the range of resources and games on offer as well as increase in frequency of activities. The impact of this is planned to be increased uptake in physical activity, achieved through offering a broad range to appeal to all pupils and support of physical and mental health. Increased use of indoor space to promote a variety of physical	- Order and purchase of new equipment and resources to support the teaching of PE throughout the school, and for use during lunchtime sessions. - Implementation of the resources and CPD on how to use them via staff meetings and support for Lunchtime Supervisors in new games and equipment. - Order and purchase of new gymnastics and dance	Bubble resource £400 Playground Markings £3,000 Gym Mats £352 Gym Trolley £200 Resources £1,804		

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activities (dance/gymnastics), impacting on a range of experiences available for pupils.	equipment. Implementation and CPD on the use of the equipment with all staff via staff meetings.	Shed (storage) £2,244		
New playground markings and class playground resources to be purchased to support individual and team games during break time and lunchtime play sessions. Intended impact to increase amount of active time during playtimes and an increased range of games.	- Quotes for three designs on the playground. - Removal of all old playground markings. - Order and installation of new playground markings. - CPD for all staff including TA's and Lunchtime Supervisors on the use of the new markings to develop physical activity.	Total £8,000		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

%

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:
For all pupils (and staff) to better understand and use the 5 Multi – ability cogs from real PE to enhance their overall behaviours around school and their learning abilities: creative, personal, social, physical activity and health.	To apply the 5 Cog resources and understanding to classroom teaching. To use Cogs as themes to enhance whole school ethos / mission of “Living our values every day” via assemblies, newsletters, website & home school platforms.	<u>Real PE</u> <u>£1,795</u> (allocated in the cost below)		

To apply real PE's progressive learning nutrition across all teaching and subject areas to enhance pupils' ability to become independent, supportive and effective learners in all areas.	To use the Learning Nutrition as source of CPD for teaching and learning, to use for performance reviews & observations.			
To offer all pupils increased opportunities for high quality outside play, physical activity and exercise in order to enhance good social and leadership interactions, better behaviour around school, the further development of overall physical and mental health opportunities and a calmer environment to learn.	To coordinate bubbles to use the play areas daily using all of the new playground resources. To support lunch time supervisors and young leaders though training, to have active lunchtimes, with play and social activities initiated, facilitated, and well supervised.			
To share and celebrate the efforts, achievements and activities being undertaken within and beyond PE with parents, friends and the local community, thus having better local engagement, support and links between home and school.	To have regular newsletters including Values of school, activities being undertaken by children, written by School Council, Sport Council or young Leaders. To have outside noticeboards, or indoor cabinet with photo's, certificates etc to raise positive community engagement beyond academia.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
- Raise the standard of teaching and learning across the subject with related CPD opportunities. - Improve the fundamental skills throughout the curriculum				42 %
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:
Weekly team teaching sessions for all teaching staff with PE expert lead. Support in delivering a range of PE activities in order to impact in the improvement of the fundamental skills of all children and raise teaching standards in PE across the school. Implementation of REALPE teaching scheme into school in order to impact on the improvement of teaching fundamental skills in PE and the enjoyment of the subject by teachers and children. Assessment and development of fundamental skills via the purchase of	- Employ PE specialist on a weekly basis to run through the Spring Term, working with each class for a session every week. - Teachers to develop PE CPD with support from PE specialist to guide and develop the teaching of fundamental skills. - Staff Meeting time to review the impact of the CPD from Sports Coach. - Purchase of REAL PE scheme and implementation via CPD from PE Co-ordinator to support the planning and delivery of PE lessons. - Monitoring of PE lessons to assess the impact of the scheme on PE teaching in school.	Staff CPD from Jo Watson £1800 Twinkl £130 Real PE £1,795 iPad for Assessment £2,931 Total £6,656		

a class set of iPads in order to impact on the review and development of increased attainment and progress in PE.	- Order and implement iPads into school. - CPD and training for the development of iPad use to measure impact in PE. - Collate evidence of PE fundamental skills across school via photo and video evidence.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11 % (included above)
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: Development of new resources to provide children with a wider variety of games and activities in PE and on the playground helping develop a further enjoyment of sport and increased amount of physical activity during break times.	- Identification, order and purchase of new equipment for all year groups. - CPD on how to use the resources and the types of games that can be played. - Questionnaire staff and pupils on the impact of the new resources and the new sports the children have experienced.	Total £1,804 (allocated in total above)		

Key indicator 5: Increased participation in competitive 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 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:
Children will take part in competitive games within their own class bubbles within school in order to impact in the increased application of fundamental skills and participation in organised support outside of school. CPD from Kidderminster Harriers football coaching supporting competitive sport within their own bubbles and the increased participation in organised sport outside	- PE lessons will feature competitive sport within lessons where children will play against each other. - Children will take part in competitive football sessions in sessions with football coach. - School will become a paid member of Chantry Sports Partnership for organised competitive sport with Cluster schools.	Total £1,250		

Signed off by	
Head Teacher:	James Dennis
Date:	December 2020
Subject Leader:	Jenny Benton

Date:	December 2020
Governor:	Resources Committee
Date:	January 2021