

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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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](#).

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"> - Continued to offer a range before and after school clubs to support the physical and mental well-being during the pandemic. - Involved pupils in the range of sports clubs available through our school council. - This year: 205 pupils have taken part or had access to an active club. Of these 120 were boys and 85 were girls. 70% (69) of our pupil premium children also took part in a club as did 53% (36) of our SEND pupils this year. - Every class teacher has received up to two half terms of PE CPD in order to develop their teaching practice to deliver higher quality PE lessons throughout the school. - Year 3 and Year 4 have continued their weekly swimming lessons when it has been possible. - Year 4 and Year 5 attended Aztec Adventures as their Outdoors and Adventurous Activity this year which replaced our residential trip to Culmington Manor due to the covid-19 pandemic. 	<ul style="list-style-type: none"> - Investigate further ways to get all children more active during the school day. - Continue to develop a wide range of sports and activities for children to take part in. - Continue to develop teachers in order to continue in delivering high quality PE lessons.

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: £11267.00	Date Updated: 08.02.21		
What Key indicator(s) are you going to focus on? Key indicator 1(KI1): 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 Key indicator 3(KI3): Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 4 (KI4): Broader experience of a range of sports and activities offered to all pupils			Total Carry Over Funding:	£10340.00
Intent	Implementat ion	Impact		

Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Aztec Adventure Year 4 and Year 5 Adventure Days Out (KI4)	Last year due to COVID the residential trip for Year 4 was cancelled. This year we are hoping to take both Year 4 and Year 5 (last years Year 4) to Aztec Adventure an outdoor and adventure facility to allow children to experience a variety of land based and water based activities.	£10,340.00	We hope this option will provide the children with a active and engaging activities that are not possible at school. The activities planned build on team building, communication as well as offering new opportunities for the children to experience both land-based and water- based activities for the children to remember.	We hope this will be a new and memorable experience for pupils as well as enabling them to develop their team building and communication skills. Skills which they will need in the real- life situations. Next Steps: To continue similar trips next year

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.	51/83 61.4%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	9/83 10.8% *based on those who can swim 100m+
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	9/83 10.8%
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: £19,600 + £11267.00 (carry over) = £30,867		Date Updated: SPENT: £20,462.00 + pp	
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: 10%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?:	
To improve access to physical activities within the school day in order to impact positively on pupil emotional and social well-being (KS1)	Premier Education to run a sports fun club at lunchtimes which targets pupil premium children and emotionally and socially vulnerable children. Aston Villa to run a multi-sports fun club at lunchtimes which targets pupil premium children and emotionally and socially vulnerable children.		Included in CPD cost below	Children have enjoyed taking part in club, which has raised their confidence, activeness and their overall well-being. Where the option is available children have opted to continue the club showing the positive impact it has had.	This has supported pupil well-being and mental health as well as giving pupils a structured physical break within the school day. This is an activity which sustainable and can be continued in the future.
			Included in CPD cost below	Children have enjoyed taking part in club, which has raised their confidence, activeness and their overall well-being. Where the option is available children have opted to continue the club showing the positive impact it has had.	Again, this has encouraged pupils to be active and had a positive impact on their mental and physical well-being. It has also given them further opportunities to engage socially with their peers. Next Steps: To investigate new ways to get children more

<p>Year 3 and Year 4 to continue to have access to weekly swimming lessons to achieve their 25m and to be able to swim efficiently as well as understanding how to take part in safe self-rescue activities.</p>	<p>Year 4 swimming to come from Sports Premium to support development of swimming. Current Year 3 lost out on valued curriculum swimming time last year due to covid so this year is even more important to support children in swimming.</p>	<p>£3,102.00</p>	<p>Again, due to covid-19 the swimming scheme was affected so exact data of progression is unclear this year for some classes. Offering swimming over two years however enables the chance that more children will be able to reach the government swimming guidance of 25m by the end of Year 6. Year 4J – 22/30 can swim 25m (73%). Year 4L (based on Year 3 data) 11/30 (36.6%) can swim 25m and 19/30 (63.3%) can use a range of strokes.</p>	<p>active throughout the day. We will continue to offer extra swimming opportunities to Year 4 next year as the more children who can swim efficiently for a distance of 25m as well as perform and be aware of self-rescue measures means that more pupils will leave school having learned key water survival techniques and are able to partake in water activities safely. Next Steps: To continue to offer booster swimming sessions to Year 4 as well as the curriculum lessons to Year 3.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation: <1%

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>A variety of sports and clubs to be offered to pupils with safe covid measures considered.</p>	<p>Breakfast and after school clubs to be offered to year groups and be delivered in class bubbles. Children voted in their favourite clubs through the school council in order to improve engagement and to offer a broader range of sports. Clubs to be updated each half term in order</p>	<p>£9</p>	<p>Range of sports offered across the year including: dodgeball, street dance, table tennis, football, archery, gardening, gymnastics, basketball, drama and multi-sports. - Last year 165 pupils took</p>	<p>Offering a wider range of clubs has opened up new opportunities for pupils to experience a range of clubs. For example, archery club, dodgeball and street dance. This means there is a greater chance these children will</p>

	<p>to target and engage as many pupils as possible.</p> <p>Pupil premium children to be offered half price clubs which are parent funded.</p>		<p>part in an active extra-curricular activity. Of these 42 had taken part in more than one club. Of the 165 pupils, 40 were pupil premium and 26 were SEN. 92 were boys and 73 were girls.</p> <ul style="list-style-type: none"> - This year: 205 pupils have taken part or had access to an active club. Of these 120 were boys and 85 were girls. 70% (69) of our pupil premium children also took part in a club as did 53% (36) of our SEND pupils this year. 	<p>continue with a sport in the future. The clubs have also supported children mental well-being during the pandemic.</p> <p>Next steps – to seek parent and volunteer support to run more free clubs for the children</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
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 upskill the teaching staff in order to improve confidence in delivering high quality PE lessons within school. (K13)	<p>Premier Education to conduct staff CPD by working with two members of staff each week within their PE lessons for a half term. Ensuring all staff have received a valuable PE CPD experience..</p> <p>Aston Villa to conduct staff CPD by working with two members of staff each week for a half term. Ensuring all staff have received a valuable PE CPD experience.</p>	<p>£3120.00</p> <p>£3, 900.00</p>	<p>Through feedback we have seen an improved teacher confidence when planning and delivering lessons.</p> <p>These are some examples of pupil feedback about PE lessons this year.</p> <p>Year 4 pupil: I think my teacher has been confident because she always seems to make the lesson fun.</p> <p>Year 3 pupil: They teach very confidently.</p> <p>Year 5: Yes because I learn a new thing each lesson.</p> <p>Year 6: Our teacher is confident because she shows us how to do the moves and explains the task with full detail.</p> <p>Feedback from pupils has also been positive about the coaches</p>	Teachers are now developing their confidence and have new ideas to deliver high quality PE lessons across the school.

			<p>within the PE lessons.</p> <p>Year 6 pupil: The lessons are always fun.</p> <p>Year 6 pupil: I admire the way they teach.</p> <p>Year 6: They have been very supportive and I have got a lot better at all of the topics.</p> <p>Year 4: Premier and Aston Villa coaches have taught the lessons very well and I have learned lots.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	33%

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: Aztec Adventure Year 4 and Year 5 Adventure Days Out (K14)	Last year due to COVID the residential trip for Year 4 was cancelled. This year we are hoping to take both Year 4 and Year 5 (last years Year 4) to Aztec Adventure an outdoor and adventure facility to allow children to experience a variety of land based and water based activities.	Allocated as described above	This experience enabled the children to experience a wide range of land and water-based activities that aren't available at school and required a variety of skills. The activities planned built on team building, communication as well as providing new opportunities for the children to experience which included both land-based and water- based	The sustainability here is found in the positive memories that were experienced, where children challenged themselves and took themselves out of their comfort zones. It also gave them the opportunity to develop skills which they will need in the real- life situations.

			activities. These days were very memorable and many children have commented they have plans to go back with their families.	Next Steps: To continue similar trips next year
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Key indicator 5: Increased participation in competitive sport				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:
Due to the government restrictions to help keep pupils safe this year, competitive sport has been unable to be a key focus this year. We hope next year to be back entering competitions and taking part in competitive sport. As restrictions ease Sports Day to take place in line with government guidance to give the children an opportunity to experience competitive sports this year.		Nil		Next Steps: Post-pandemic restrictions to take part in as many competitions as possible to enable a wide range of events and opportunities for our pupils.
	Children to experience a competitive sports day which takes place within year groups or bubbles.	Nil	Pupils to experience a competitive but inclusive sports event where all children are able to take part giving children a positive collective experience with their friends whilst taking part in a variety of different activities.	An inclusive event ran at the school, where the whole school can be involved. Next steps: To continue offering sports day and house competitions within the school.

Signed off by	
Head Teacher:	Mr A Murphy
Date:	20.07.21
Subject Leader:	Miss S Bailey
Date:	20.07.21