

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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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"> • High quality PE resources and equipment purchased meaning PE lessons are well resourced and accessible for all pupils • Lunchtime staff have a range of resources and games to engage the children • Increase in opportunity for the EYFS children to engage in gross motor skill development • Enjoyment of PE is high in the majority of children • Increased opportunity to attend sports clubs 	<ul style="list-style-type: none"> • An increase in teacher skills and knowledge as training was not accessible all year • Range of clubs available (affected by COVID19) • Opportunities to compete in inter school events (affected by COVID19) • Dance studio to be enhanced • An increase in resources as school grows

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: £9270	Date Updated: July 2021		
What Key indicator(s) are you going to focus on? 4				Total Carry Over Funding: £9270
Intent	Implementation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To enhance the Dance studio so it can be used as a tool to improve and enhance children's dancing abilities.</p> <p>To broaden children's experiences to attend an after school dance club</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Buy mirrors and ballet bar for dance studio. Collaborate with BACT Dance lead to consider how to best use the space and how dance lessons can be sequenced and progressed throughout each academic year & year on year.</p> <p>Dance lead for BACT to run after school club dance club – weekly in newly developed Dance studio.</p>	<p>Carry over funding allocated:</p> <p>£5500</p> <p>£3770</p>	<p>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?:</p> <p>An increase in Pupils' dance abilities & their interest and enjoyment of Dance. Increase wellbeing post lockdown.</p> <p>Children develop a love for Dance and possibly join the Dance school that operates out of the school building.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>The mirrors and ballet bars will just need maintaining. Dance lessons will continue to feature on each year group's PE long term plans moving forward. This will link into key indicator 4 for this year of giving children broader experiences of a range of activities and also feed into the after school dance club.</p>

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p>School up to Year 3 – swimming lessons not taught yet.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p>	<p>N/A – no year 6 at the school yet.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>N/A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A</p>
<p>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?</p>	<p>No</p>

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: £16, 450		Date Updated: July 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:
					%
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?:
An increase in quality provision in activities at lunchtime led by trained sports coaches.		BACT coaches employed to undertake a range of sports and activities to keep the children active throughout lunch time and learn/consolidate new skills.		£2,600	Children have learnt a range of different games they can play independently on the playground. Children are more active at lunchtime.
An increase in activity at the start or during lessons to energise the children and given them a brain break.		Purchase a Wake Up Shake up scheme to be used throughout the day.		£500	Children increase their physical activity that has a direct improvement on their concentration and focus.
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	
					19%
					Sustainability and suggested next steps:
					Once children have learnt how to keep active by playing games and sporting activities, they will be able to do this independently. Train older children to carry out the sports leader role.
					Scheme bought and can be used in the future. Train older children to be Wake up shake up leads.
					15%

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:
Raise profile of healthy eating and exercise.	Commission a mural for school hall showing silhouettes of active people and healthy eating options.	£1250	An increased understanding of the importance of staying active and eating healthily.	Murals are painted on and a permanent display. More signage outside on playground.
Increase physical activity on fun days.	Hold 'Feel Good Fridays' that feature physical exercise in different ways.	£1160	Children make the connection between physical exercise and feeling good.	Children know that physical activity makes them feel good so will seek out similar experiences.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	44%
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:
Staff to work alongside external coaches to develop their knowledge and skills in all areas of P.E. This will enable staff to transfer skills learnt in their own teaching.	Staff worked alongside coaches observe the delivery of a range of sports.	£7,240	Staff have increased confidence in teaching P.E. Staff have a greater awareness of the P.E. National Curriculum and how to facilitate learning opportunities.	Build on current expertise and induct new staff. Book in additional training sessions / CPD for staff. Undertake a new staff audit to ascertain new staff members' confidence levels and training needs.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	22%
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:
A range of sports and activities available to all children to widen their knowledge of sports.	Being part of the East Staffs School Partnership will enable children to take part in a range of sports both in and out of school time against other schools.	£1000	An increase in the number of children going to events organised by ESSP and participating in a range of sports.	Motivation to try new sports.

Provide a range of afterschool activities.	Extra-curricular clubs delivered by staff and commissioned services alike when COVID-19 restrictions allow.	£2,700	An increase in children participating in different sports.	<p>This will potentially lead to an uptake of clubs outside of school.</p> <p>As the school grows, continue to develop the range of ASCs</p>
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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:
An increase in competitive sports played at lunchtime.	Trained sports coaches organising inter class competitions during lunch time.	Funding allocated in KI 1	Children are involved in competitive sports at lunchtime.	Enjoyment of this will remain. As above. Link with clubs to encourage uptake with this.
An increase in competitive sports played during school time and after school.	School takes part in the range of events offered by ESSP.	Funding allocated in KI 4	Children are involved in competitive sports during and after the school day.	

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