

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

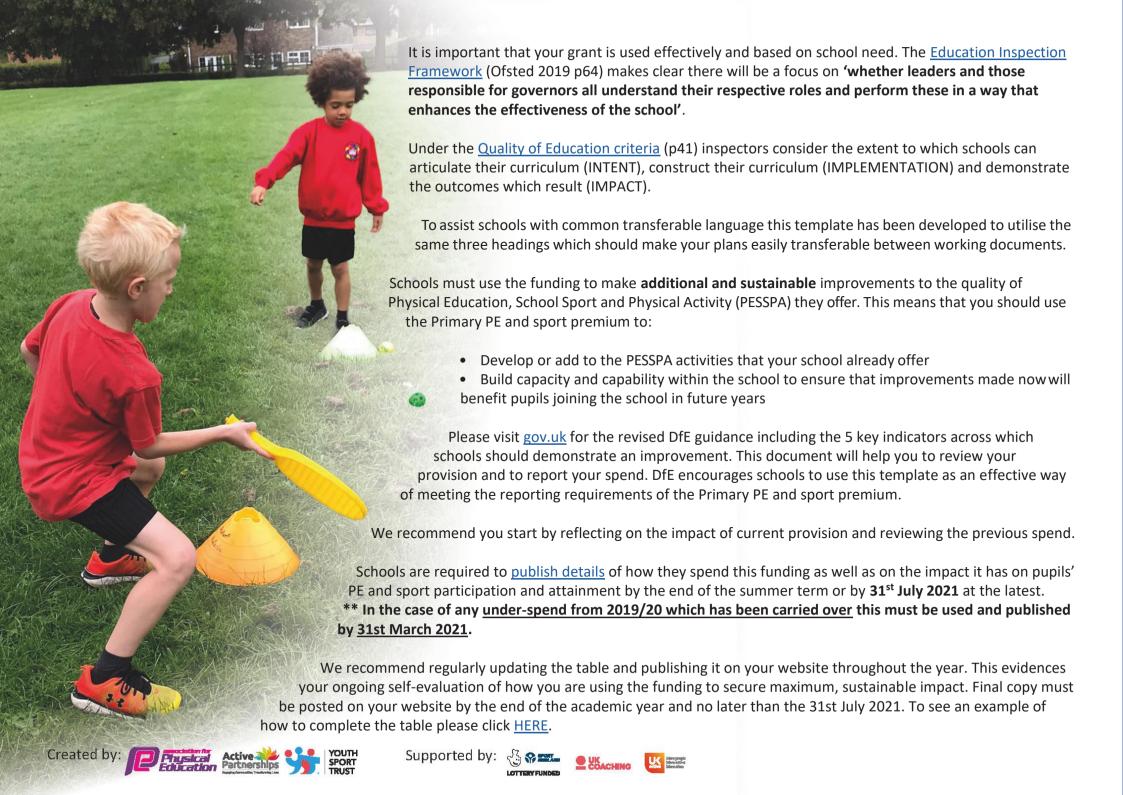


Department for Education

Created by







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:
 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 	 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











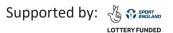
If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £9270	Date Updated: July 2021		
What Key indicator(s) are you goin	What Key indicator(s) are you going to focus on? 4			Total Carry Over Funding:
				£9270
Intent	Impleme	entation	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?:
To enhance the Dance studio so it can be used as a tool to improve and enhance children's dancing abilities.	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.	£5500	An increase in Pupils' dance abilities & their interest and enjoyment of Dance. Increase wellbeing post lockdown.	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
To broaden children's experiences to attend an after school dance club	Dance lead for BACT to run after school club dance club – weekly in newly developed Dance studio.	£3770	Children develop a love for Dance and possibly join the Dance school that operates out of the school building.	also feed into the after school dance club.













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	School up to Year 3 – swimming lessons not taught yet.
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 2021.	N/A – no year 6 at the school yet.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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













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	19%
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 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	independently on the playground. Children are more active at lunchtime.	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.
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	Scheme bought and can be used in the future. Train older children to be Wake up shake up leads.
Key indicator 2: The profile of PESSPA	A being raised across the school as a	tool for whole sc	hool improvement	Percentage of total allocation:
Intent	Implementation		Impact	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.		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.		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 s	sport	Percentage of total allocation:
Literal	I			% 44%
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	of a range of sports and activities of	fered 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	£2,700	An increase in children	This will potentially lead to an
	staff and commissioned services alike		participating in different sports.	uptake of clubs outside of
	when COVID-19 restrictions allow.			school.
				As the school grows, continue
				to develop the range of ASCs













Key indicator 5: Increased participation	on 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.		Children are involved in competitive sports at lunchtime.	Enjoyment of this will remain.
An increase in competitive sports played during school time and after school.	School takes part in the range of events offered by ESSP.	allocated in KI 4	competitive sports during and after	As above. Link with clubs to encourage uptake with this.

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









