

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:
<ul style="list-style-type: none"> • We have used the PE funding to enhance the broader sports that we offer as extra-curricular. This has enabled children from EYFS, KS1 and KS2 to access different sports that they have not tried before. All the clubs we ran were very popular and all the places were taken quickly. • In order to make sustainable changes to our PE curriculum delivery, we have used a substantial amount of the funding each year in staff development. This has included upskilling teaching and TAs to ensure that high quality PE is taught throughout school. By providing teachers with opportunities to identify areas they want to develop, we have been able to team each with our SSCO who has developed the ethos and delivery of different units such as dance and gymnastics. This has led to greater confidence in our staff to teach PE. • By using the funding, we have been able to access more sports competitions beyond our cluster. This has included various trips to sporting venues to take part in training sessions and other events. As well as this, we have been able to continue funding the transport as without this we would be unable to attend the different sport competitions due to the distance. • Our level of participation of children in inclusion events has risen and we have more girls taking part in sporting events such as football or rugby. • A major achievement is to ensure as many children as possible take part in extra-curricular sport and that everyone is active for at least 30 minutes daily. • Through careful planning of our funding, we have ensured that we have a wide range of resources to enable children to take part in different sport activities at lunchtime, that the teachers are able to vary their activities during their PE lessons and that children have the opportunity to try new sports as part of our extra-curriculum activities. 	<ul style="list-style-type: none"> • In order to continue our development of high quality PE being taught throughout the school, we are going to look into training and support for staff to gain confidence and knowledge in supporting PE lessons. • Ensure we are able to offer a wide range of extra-curricular sports for all children by using our current provision in a more effective way. • Plan and organise more cluster sport events to be held at school and use the community provision more effectively (i.e. The cricket ground). • Allocate time for the dedicated sport coordinator in order to plan ahead, liaise with our SSCO and organise the sporting events in advance to enhance the parents participation and collaboration.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

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 2021.	50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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

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: £16,900		Date Updated: July 2021	
Key indicator 1: The engagement of all 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?:	Sustainability and suggested next steps:
Practice a range of sports and activities over the school year during playtimes.	Promote termly personal challenges for all year groups.	£500		Pupils are active for 30 minutes every day (Health related Behaviour Questionnaire)	Keep promotion ad quality equipment. Links with new SSSCo.
Buy quality resources to enable pupils to be active.	Audit resources and replace/ purchase to promote activities.	£500			
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:
Timetable includes 2 hours high quality PE. Remote learning promote high quality exercise. Cycling promote during key worker and vulnerable provision.	Timetable implemented when school open and during lockdowns. Curriculum ideas during remote learning Cycling days for year groups during lockdowns.	£1000		Pupil learned to ride a bike and all loved the promotion of cycling to school and around school. Joe Wicks accessed by many pupils.	Promote cycling to school. Promote balance bikes. Maintain 2 hours high quality PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> Ensure the staff are effective in PE lessons, so that the children who need additional support can make greater progress in their abilities. Ensure resources are up to date, the staff have the correct clothing for PE lessons. Support teachers to be more confident in teaching PE in a range of ways and are competent in their foundation skills. 	Staff attend training and also support lessons. Purchase new equipment, Maintain quality clothing for PE.	£1000	Less of this due to pandemic. Pupils attend in PE clothes, much easier and more time to be active.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Additional achievements:</p> <ul style="list-style-type: none"> Continue the support of Local outside agencies to support in the coaching and teaching of various sports. This will give children more specialised skills as well as supporting the teacher through CPD opportunities. Provide additional opportunities for Y5/6 to have swimming lessons to complete the minimum requirement for those who have not achieved this through curriculum lessons. 	<ul style="list-style-type: none"> Wider our links, use other agencies and welcome new clubs to run tester sessions in school. Identify which outside agencies can support teachers in lessons. This will support the class in having specialised coaching as well as offer CPD opportunities to teachers who will observe the outside agencies. Continue to work with community links, parents links and outside agencies to identify further sporting opportunities that we can offer for the children in extra-curricular activities 	<p>Swimming: £2500</p> <p>External staff: £4000</p>	<ul style="list-style-type: none"> Kanga sports and Ji offer weekly PE sessions. The lessons are planned ahead so they offer a varied range of activities such as gymnastics, athletics, tennis or football. This happened all year. Hedley Verity provided high standards rugby coaching for Y5/6. Fire dance studio provided dancing experience and skills for children throughout the school all year. Our PP were able to experience climbing at High Adventure, and the Y6 are also going to take part for their end of year trip. 	<p>Engage with the external agencies post-pandemic.</p> <p>Maintain the quality provision and promote externally through social media and newsletter.</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:
<ul style="list-style-type: none"> Continue to make links with local schools to give children more competitive opportunities to play a wider range of sports that are not currently held as competitions. Hold year phases competitions as part of a running program to introduce all children to competitive sport at all year groups. This will encourage a long term involvement in competitive sport from KS1 onwards. Create a website page to showcase the competitive sport that children have been taking part in. Through highlighting the success of our children, more children will aim to succeed in their own interests. 	<ul style="list-style-type: none"> Contact through the SSCO other schools who would be interested in setting up a rolling program of competitive events in a range of sports. Identify sports that we don't currently have as part of our cluster and organise them in school. Organise half termly opportunities for phases to hold competitions between themselves focusing on sports the children will have learnt skills in PE lessons. 	SSCO: £2000 Meeting staff cover: £200 Transport: £5000	Pupils took part in the cross-country then most didn't take place because of pandemic. Attended an event at Skipton Tennis Centre. Y3-Y6.	

Signed off by

Head Teacher: Sarah Peel

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Supported by:



Date:	July 2021
Subject Leader:	Sarah Peel
Date:	July 2021
Governor:	
Date:	