

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](#) 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:
<p>Completion and ongoing use of all-weather track</p> <p>Construction of Trim Trail and use by all classes and on-site Pre-School</p> <p>Purchase of new equipment to maintain and expand our resources across the school.</p>	<p>To continue to use on a daily basis to support the Daily Mile and ensure all classes plan time to do this. Including on site Nursery.</p> <p>Use the track to promote the 30 minutes exercise.</p> <p>Use of Trim Trail by class on a weekly basis by rota to meet Covid restrictions.</p>

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: £5444	Date Updated:	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £XXXX.XX
Intent	Implementation	Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Develop a Recovery Programme to support pupils on their return to school following Lockdown and for some year groups and Keyworkers the full school return</p> <p>To support pupils in their Well Being and be given the tools to help understand anxieties and emotions.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>A broad programme that looked to build confidence, self esteem trust, motivation concentration and friendships. The programme also looked to revisit skill areas and bring in new skills. Sports included:- tennis, Pentactive, team balls skills, Oakerwood for outdoor learning – problem solving, confidence, team work, co-operation etc.</p> <p>Navigate programme delivered by Stride active to yr 1/2 & 3/4 to support children to understand their emotions, their</p>	<p>Carry over funding allocated:</p> <p>£2283</p> <p>£150</p> <p>£410</p> <p>£497</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>Children rebuild their friendships, the class team feeling returning, the children supporting each other with understanding and being aware of the role of physical exercise to improve Well Being.</p> <p>Years 1&2 32% young people showed a decrease in anxiety 21% showed an improvement in behaviour</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>Next steps will be to build on the success of the Recovery programme with further related activities. These activities will look to extend children's own self belief and resilience. Encouraging children to be adventurous and more aware of their physical capabilities/ This will be sustainable as children will transfer these skills together areas of PE lessons and lives.</p>

Commented [EG1]: Need to put in here much funding you had left from 2019-20 academic year

<p>Develop childrens' skills with a ball, their game knowledge and create a love of sport at any level of skill so that children can see physical activity as part of their lives</p> <p>First Aid Training – to ensure</p>	<p>feelings and anxieties. This was part of our Recovery Curriculum and delivered in a sport context.</p> <p>PE lessons x2 for an hour following our Rolling curriculum programme. Ball skills and invasion games.</p> <p>Staff to attend 2 day</p>	<p>KS1 £780 KS2 £780</p> <p>£550</p>	<p>36% showed an improvement in willingness to engage 29% were more settled at school following the programme 21% showed a better awareness of their emotions following the programme.</p> <p>Years 3&4 100% children showed a decrease in anxiety 44% showed an improvement in behaviour 59% showed an improvement in willingness to engage 92% were more settled at school following the programme 89% showed a better awareness of their emotions following the programme. Children have taken their experiences from the Recovery programme and used them in PE to gain the most from the lesson. Skills have improved, all children are participating, with less able supported and more able challenged.</p> <p>Children treated for First Aid</p>	
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<p>children are able to access First aid during PE lessons and competitions</p>	<p>course to gain certification.</p>		<p>by qualified member of staff.</p>	
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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.	No swimming due to Covid 19 restrictions
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.	% 78
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% 78
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 due to Covid

Commented [EG2]: Include the last data set you have for this current year 6 (may be for when they were in yr4 or 5)

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: £XXXX.XX £16770		Date Updated: 05/-7/21	
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: 29 %
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 develop their own self awareness about the need to take responsibility for their own physical well being and emotional well being.	Daily run/walk around the track for a minimum of 20 minutes. Use of the Personal Best cards – each class has a set in their outdoor resources box and they are supported by lunch time and break staff. KS1 to use equipment on the field and build stamina, fitness and skill with balance bikes	£100 £500	Children making correct decisions about their own emotional and physical well being. Being self starters on the Running track/Trim Trail and play time games.	Cards already acquired staff need to be aware and PE Co ord will need to re-launch at relevant times	
To engage the after school club children in physical activity and improve fitness and physical literacy skills	FA girls training Bubble based clubs	£83	Increased participation at Afterschool club – especially those who have not attended previously and who may not see themselves as competitive sports players.	Staff member trained and will need support to ensure learning is on going. PE Co- ord actively works alongside to ensure club is a success and attracts pupils it is designed for .	

Commented [EG3]: Need to put in here how much funding in total the school received for 2020-21 academic year

<p>To ensure that the PE equipment is kept in good condition and is fit for purpose to give the children a positive experience of PESSPA. Additional equipment to support the delivery of different sports All equipment up to standard and checked as safe.</p>	<p>PE shed Equipment check</p> <p>Additional kit ordered as well as new items – tri netball goals, rebound board, balls, etc</p>	<p>£2500 £90</p> <p>£1634</p>	<p>Equipment has meant more active lessons, and skills acquired. Equipment also used for clubs and break times allowing pupils more time to develop skills and enjoy healthy break times. Equipment needs to be stored in a safe and clean area so it is fit to be used. Damaged items to be removed.</p>	<p>By having proper storage all equipment will last longer</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>12 %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>To build awareness of PESSPA across the school and for children to see the links and benefits.</p>				
<p>To review the long- term plan across the school – focus on acquisition and development of skills by pupils as they move through the school.</p>	<p>Working with Stride Active to collate and share a comprehensive document to show progression across the school.</p>	<p>£ PE coordinator time £500</p>	<p>Improved teaching of lessons. Teachers able to teach a broad range of skills and introduce new ways to develop knowledge and skills in different areas.</p>	<p>Will need revisiting and staff keep abreast of new developments</p>
<p>Development and increase in the activity in lessons to develop greater physical movement, improve concentration and participation particularly among the less active. Keep levels of physical movement up in order to increase fitness and stamina</p>	<p>Including administrative support By using a variety of techniques to increase movement during lessons – ideas disseminated at staff CPD sessions. All to focus on all children participating and learning new skills in a lesson. Ensure children are challenged and high expectations set. Introduce class bubble clubs for after school. Focus on less active joining.</p>	<p>£200 £780 £520</p>	<p>Pupils engage readily with the activities and can talk about the impact they have on their well being and physicality</p>	<p></p>
<p>Celebration assembly each week enables the whole school to be aware of the importance of PE and sport and encourages all pupils to become involved. Parents can see sporting events through class dojo weekly newsletter and certificates brought home.</p>	<p>Sharing of school involvement and celebrating that achievement -intra sports, School Games, Stride active initiatives.</p>	<p>£10 certificates/ prizes Nominal amount for card and photocopying</p>	<p>Raised awareness throughout the school of pupils achievements and this has meant more children are ready to take on these challenges. Aspirations are set and children want to do the same as other children. They see that representing the school as the “norm” and want to do well for themselves and the school.</p>	<p>Revisit ways to maintain the “buzz” about sport.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3.5 %
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:
Feedback given to pupils during sports lessons following boost of confidence as a result of CPD from coaches to staff.	Staff skilled and knowledgeable to deliver lessons	£3200	Teachers feel more confident in planning and delivery of a wider range of PE skills.	Continue to notify staff of CPD activities that they can attend.
Staff aware of School Games focus – less active and sustainability SLT involved and leading	Involvement in Stride Active campaigns as well as school based events Head teacher attending PE conference	£200 £300	Knowledge disseminated to team	
Stride Active Bronze SLA 21/22 Competitions package	PE cords mtgs, key updates, conference	£150 £400 £67.50		
Provide opportunities for pupils to be active outdoors learning skills and gaining experiences that will improve co-ordination, knowledge of the outdoors, promote healthy living and contribute to physical and emotional well being	Forest School Training	£ 1620	Pupils participating in outdoor learning. Increased independence and ability to use own initiative to create physical activity at school and at home.	Ensure SLT are kept aware of this area and ensure that time is made on the timetable
CPD for staff on planning of medium-term plans and keep existing knowledge current	Offer of CPD – focus this year on Well Being. To contribution to whole school initiative to be more active – lunch clubs, after school clubs, during lessons, and at school events.	£as above (CPD)	TBA – postponed due to Covid and bubbles not mixing.	

All staff aware of PESSPA and the role they play in supporting pupils and the school				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28 %
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Additional achievements: Recovery Curriculum in March 2021 Visits to outdoor centres specialising in teaching new skills that develop confidence, dexterity, team work and physical well being. Try new sports in new locations, develop new skills, work with others, improve fitness levels and skills. Outdoor Nature Trail for KS1. Walk in local Herefordshire park – Gruffalo walk and play equipment.	Visit to Outdoor pursuits centre to learn new skills that develop confidence, dexterity, team work and physical well being. Offering a range of activities that allow pupils to try out their skills and improve. Outdoor Nature Walk for KS1 in Herefordshire wood. Extended walk across mixed terrain whilst learning about the environment. Coach led skating session at local venue for yrs 3/4 followed by river walk	£3763 £ 150 £275	Pupils were much more confident and willing to have a go as this was their second visit and although new activities were introduced they were far more confident in their approach. They developed much more of a team stance and were more inclusive. Pupils showed improved fitness and their sense of curiosity grew. Stamina improved and pupils more accepting of others fears and worries. Pupils more understanding of others needs and development of real teamwork and sense of belonging. Attitudes changed and increase in positive relationships. Positive attitude to learning and whole class “Can do “	To continue to review the best ways to give pupils the learning experiences that are best suited and are best value.
Navigate programme – to explore emotions and extend skills of	For year groups from Yrs 1&2, 5&6	£497		

resilience, communication, self improvement and well being				

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			0.45%
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?:
Addition of Sports Week building on previous years events and for many children a first due to Covid restrictions Participation in School Games virtual events	7 th July – non-traditional/personal best Other activities throughout the week – a traditional Sports afternoon run twice for each key stage Opportunity for children to try new sport – tennis, cricket, Keep Fit etc	£75	Increased interest and participation in sport. Recognising the celebration of the effort and commitment to sport that they have given.
			Sustainability and suggested next steps: Keep fresh ideas that build on the success of the Sports Week each year. Take feedback from staff and pupils.

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