

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Virtual intra and interschool competitions were developed throughout the school including a virtual Covid safe sports day. • Support staff with their confidence in subject knowledge and confidence with delivering lessons. • Active travel encouraged and given high profile. • When safe, successful use of sports coach across the school to support staff in delivering high quality P.E. • Encouraged active classrooms. • Encouraged active playtimes to increase activity post lockdown and improve mental health. • Introduced sports ambassador programme in Year 5. 	<ul style="list-style-type: none"> • Restart offer of a broad range of clubs and increase participation for all children. • Introduce new sports into clubs- badminton, volleyball. • Continue to enter inter-school competitions. • Provide opportunities for inclusive sports. (Boccia) • Provide opportunities to target less active groups. • Further develop the role of Sporting Ambassadors and play leaders in school. • Monitor and assess the teaching of P.E across the school. • Develop CPD for all staff to ensure high quality outcomes for all children. • Use of specialist coaches to support staff deliver high quality lessons. - cricket, rugby. • Continue to encourage active travel and celebrate active travel month. • Further develop lunch times clubs with sports coach and play leaders. • Restart swimming lessons for year 5 and 4 pupils.

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

Delete as applicable

Total amount carried forward from 2019/2020 £...0...
+ Total amount for this academic year 2020/2021 £20,940
= Total to be spent by 31st July 2021 £20,498

<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 which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</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>Please see note above.</p>	65%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	76%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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>	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: £	Date Updated:		
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?:	Sustainability and suggested next steps:
To ensure each pupil undertakes at least 30 minutes of physical activity a day in school.	Introduction of new scheme of work to support staff in delivering high quality P.E lessons. Support given to deliver active playtimes using resource from sports partnership. Staff to deliver active classroom activities. Walk to school encouraged. Resources purchased to support <i>bubbles</i> deliver lessons. Sports coach to support staff and to start delivering outdoor lessons.	P.E planning: £244 LSL SSP membership: £1000 Salary: £10500	Staff now more confident to deliver lessons, active classrooms and active playtimes. More children walking to school. A range of 'safe' resources for each class/ year group. Children participating in activity.	Continue use of resources to support staff. P.E lead to observe lessons and support staff. Sports coach to restart active playtimes and use play leaders/ sports ambassadors. Restart before and after school clubs. Raise profile of walk to school weeks and active playtimes in assemblies.

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:
Support the development of the whole child through the achievement of whole school outcomes because of a focus on P.E. School Sport and Physical Activity. PESSPA used as a tool to improve behaviour, build relationships and raise aspirations.	Individual PE reward system 'Sports stickers' which rewards pupils for specific behaviours demonstrated, (passion, determination, self-belief, respect, teamwork and honesty), or improved effort/behaviour over a series of lessons taken by M. End of year 6 sports awards. Sport, active travel and wellbeing weeks promoted. Staff uniform to raise awareness of PE and see the staff as role models.	Sports coach salary. Sports trophies. £52 Sports Ambassador uniform. Staff uniform. £620	Pupils work towards demonstrating the characteristics during PE and other lessons to improve behaviour. They are inspired to win an award. PE profile raised by staff wearing uniform and promoting the school games values.	Continue to employ sports coach to continue these. Introduce half termly special sports mention to inspire behaviour of school games. Resume inter school competitions and reporting sports news in the newsletter, again raising the profile of PESSPA. Restart active playtimes and using sports and play leaders to build friendships at lunchtimes. Restart extracurricular clubs.

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:

<p>Continue to improve quality of teaching and learning in PE for all staff. Develop staff confidence and understanding of assessment in PE through continuing CPD, training and support.</p>	<p>Resources provided for staff to support planning and delivery of their lessons. From scheme of work and sports partnership.</p> <p>Sports coach to work with teachers to support the planning and delivery of high-quality P.E and sport. Timetable ensures each class has the opportunity to work alongside the coach/ apprentice thus enabling the class teachers to build on their knowledge and skills in P.E. Adapting previous planning to take in to account the needs of each class.</p>	<p>Salary: £6320</p> <p>P.E planning subscription: £244 (shown above)</p> <p>LSL SSP membership: £1000 (shown above)</p>	<p>Discussions with staff indicate an increase in confidence to deliver high quality P.E in a wider range of sports due to working with sports coach and using the P.E planning resources.</p> <p>Positive outcomes with confidence in planning, adapting the curriculum map where necessary, using a wider range of resources to help planning and feeling more confident to teach areas that in the past feel 'didn't teach very well'.</p>	<p>Skills audit completed by staff and appropriate support arranged.</p> <p>Continue support from sports coach.</p> <p>Restart outside coaches coming in to school to support staff with particular sport.</p> <p>Annual cricket CPD to support staff.</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:
%

Intent	Implementation		Impact	
<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>Additional achievements: To increase the range of sports and activities offered to all pupils both in and outside of curriculum time.</p>	<p>Purchasing of sports equipment to support delivery of activities within bubbles.</p>	<p>Resources: £1762</p>	<p>Range of sports and activities offered during the year and rotating equipment helped ensure the sport was delivered.</p>	<p>Continue to resource activities.</p> <p>Restart clubs next year.</p> <p>Restart outside coaches delivering 'alternative' sports.</p> <p>Signpost children to clubs starting outside school.</p>

				Restart target groups delivered by sports coach.
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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:
Continue to enter a range of sporting competitions, events and festivals applicable to pupils of all abilities:	<ul style="list-style-type: none"> -Subscription to LSL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. - Range of Virtual competitions offered by LSL SSP allowing more children to participate. 	LSL SSP membership.	<p>Virtual competitions entered and Little Bowden school won 'spirit of the games' award for the summer Paralympic virtual games.</p> <p>Successful intra form sports day in KS2.</p>	<p>Continue to be a member of the LSLSSP to enable us, as a school, to enter inter school competitions when they restart in September.</p> <p>Restart intra school house competitions.</p>

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