

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
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:
More pupils engaging in physical activities on a regular basis. Due to the success of the challenge day, we will aim for more days like this in 20/21.	For all pupils to engage with physical activities and more opportunities for competitive sports.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

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: £5150	Date Updated:		
What Key indicator(s) are you going to focus on? Key indicator 1 and 4				Total Carry Over Funding: £5150
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To increase pupils' steps within the day.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> ● Purchase step counter watches for each pupil and set an individual target of steps to aim for daily. ● Monitor steps and increase when needed. ● Replace broken watches ● Create a positive competition between class 1 and 2. 	<p>Carry over funding allocated:</p> <p>£150</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>94% of all pupils were encouraged to move more and enjoyed the element of competition between the classes. All these pupils had their targets increased throughout the year. For 6% of pupils, the watches had no impact on their physical activity, nor did they enjoy wearing them.</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>Continue to encourage competition and get all pupils moving more.</p>

<p>Bespoke PE interventions to improve overall fitness and stamina taken from baseline assessments. These will encourage pupils to move and strengthen their core.</p>	<p>Throughout the year, a trained calicross instructor will come into the setting and offer tailor made sport sessions to meet the needs of the individual pupil.</p> <ul style="list-style-type: none"> ● These will be done either 1:1 or in small groups with similar sporting ability. ● Each pupil will be given personalised targets that will be monitored throughout the session. ● Sessions will be organised to focus on diet and healthy lifestyle 	<p>£5000</p>	<p>94% of pupils fully participated with the bespoke PE interventions and made progress over the year. See individual reports.</p>	<p>Due to most pupils engaging in these activities and a positive pupil voice, calicross interventions will continue into 2021-2022.</p>
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<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>	33% July 2021
<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>	16% July 2021
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	16% July 2021
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0% - This was due to Covid 19 and swimming pool closures.
<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>	Due to rising Covid rates and a second full lockdown, it was not possible to offer swimming lessons this school year.

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: £ £15,473	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: 10%
Intent	Implementation		Impact	Approx. More
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 increase the movement of pupils and aim for 30minutes physical activity daily.	<ul style="list-style-type: none"> Buy ramps/equipment for implementing the next level of scoot fit. Update/repair any broken equipment. 	£800	See below	The plan is to allocate this budget next year to encourage pupils to move by starting the day with a workout. Equipment will need to be purchased to facilitate these.
Use playground equipment to encourage play based activities and improve all key areas highlighted by the national curriculum.	<ul style="list-style-type: none"> Create a rota of equipment available on each day School council to conduct pupil views every half term. Storage unit for equipment. 	£1999.95	Due to issues around sourcing a reasonable storage unit, extra playground equipment and ramps were not ordered. Various factors impacted sourcing a shed, most being down to Covid. A shed was sourced late during the summer term.	It was agreed to allocate a budget next year to the school council to source playground equipment that meets the sensory needs of pupils.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
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 improve pupils' ability to work as a team/show leadership skills/turn take.	<ul style="list-style-type: none"> ● Book a residential with a focus on physical activity. ● Give pupils opportunities to take leadership roles in an unfamiliar environment. ● Promote positive peer relationships 	£2000	Due to Covid -19 and going into a second full lock down, this could not go ahead.	Due to the positive impact that this has had on pupils in previous years, we have provisionally booked a residential for November 2021, if Covid rates drop.
To develop a PE scheme of work to meet the needs of all pupils, focusing on the KS2 national curriculum targets.	<ul style="list-style-type: none"> ● Continue to raise pupil participation in PE by staff participating and encouraging outdoor play on a daily basis. ● Use the school council to have pupil input in order to participate. 		The pupils enjoyed having a say in the activities covered and as a result of this, all pupils engaged with some element of the PE lesson.	The aim is to continue to develop the PE curriculum and have two activities, so all pupils continue to access PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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 deliver exciting opportunities to the pupil so they want to participate by improving the PE co-ordinator's skill set.	<ul style="list-style-type: none"> Youth Sport trust –Module 2 primary and subject leader training. Cascade knowledge throughout the KS2 	£1325	Due to Covid, this course did not take place. Instead, an online forest school course was booked to facilitate more forest school activities that can be offered. This course cost £1000	It was agreed to ensure multiple forest school activities can be offered with two trained forest school members of staff.
To apply an active approach across the curriculum, getting pupils moving outside of the PE activities.	<ul style="list-style-type: none"> NW to attend active Maths and cascade in KS2 to staff (NW) 2 staff to attend active literacy. 	£744 £1389 Total £2133.00	All staff attended an online learning module on active learning of both English and Maths. This was then implemented within the unit immediately. All pupils now access a minimum of one active lesson a week in core subjects. The cost of this was £3300	Active lesson to continue across the curriculum.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%
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 give pupils access to a broader variety of sporting experiences.	Yoga Parkour Rock Climbing Watersports Self defense Trampoline fitness	£675 £1080 £170 £1000 £1080 £800 Total:£4805	Due to Covid, these activities did not take place bar from self-defence; as the self-defence coach was multi-trained, he was able to offer various activities throughout the year. See photo evidence key indicator 4.	The following sports will be offered next year: Parkour, rock climbing, water sports and trampoline fitness, along with other sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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 continue to broaden the skill set of pupils to engage them in a variety of one-off activity days that challenge them, known in the school as physical challenge days. Pupils will be encouraged to compete with themselves, pushing themselves to beat their personal best scores.	To engage pupils is a variety of one off activities. <ul style="list-style-type: none"> • Team building challenge day. • Zorb Football • Sportsman Flash Wigan • Rossendale ski centre • Dino golf • Crocky trails 	£500+VAT £400 £350 £270 £180 £270 Total £1880	Due to Covid, these activities did not take place.	It was agreed to continue to offer challenge days in 2021/2022
To encourage a positive competition for pupils to thrive in order to improve and achieve personal bests.	<ul style="list-style-type: none"> • Book a quidditch challenge day. • Introduce a five a side football team. • Encourage competition. • Offer opportunities to beat personal best by using step counter watches daily and activities within PE. • Encourage family interaction/Participation. 	£500 + VAT	All pupils actively took part in the Quidditch challenge day, and the year 7s from the high school were invited over to add an extra element of competition. (See evidence folder for photo evidence – Key indicator 5) Trials for the five a side were conducted, and a team was selected; however due to Covid restrictions, matches could unfortunately not be played.	It was agreed: To conduct football trials and set up a football team for 21/22 To add more opportunities for competition by inviting the year 7s for events and taking up opportunities within the Trust.

Signed off by	
Head Teacher:	<i>Alex. Ut</i>
Date:	15/07/2021
Subject Leader:	H.Whiteley
Date:	06/07/2021
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Date:	16/07/2021