

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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 2020** 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 2020. 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Increased times and opportunities for all children to take part in structured physical activity working towards 30 active minutes per day. Increased opportunities for children to take part in competitive sport Mr Dutton's delivery of specialist PE sessions for each class (EYFS apart) EYFS supported with PE scheme of work for class teachers Addition of Lunch Time play leader Addition of a new sports apprentice for 2021-22 academic year Purchase of PE Scheme 'Get Set for PE' for 2021-22 academic year Provided further opportunities for all children to access 30 active minutes outside of PE lessons by utilising daily mile (Yourtrak) tracker app and other supporting websites, apps and resources such as 'Joe Wick's YouTube Channel', 'Go Noodle' 'Cosmic Yoga' and 'Just Dance'. Ensured allocation of PE and playground equipment for each 'bubble' in school Ensured high quality delivery on PE curriculum adapting to restrictions and guidelines Purchase of new PE equipment where necessary (particularly for EYFS, dance and gymnastics). Continued to improve the teaching of PE and Sport by providing CPD and team-teaching sessions for all staff (not just teachers). Increased range of extra-curricular PE clubs on offer (Post COVID restrictions) Provided more opportunities for pupils to take place in competitive sport with a particular focus on KS1 (Post COVID restrictions) Continue to attend as many different types of competitions as possible (Post COVID restrictions) Further develop the use of assessment and monitoring in line with 	<ul style="list-style-type: none"> Provide Opportunity for all children to access 30 active minutes outside of PE lessons. Increase range of extra-curricular PE clubs on offer Provide more opportunities for pupils to take place in competitive sport with a particular focus on KS1 post COVID restrictions Purchase any new PE equipment when necessary. Continue to improve the teaching of PE and Sport by providing CPD and high quality schemes of work. Team-teaching sessions for all staff (not just teachers). Develop the use of assessment in line with school policy. Continue to attend as many different types of competitions as possible. CPD to target gymnastics and dance in particular. LSSP to work with one class per half term in 2021-22 to support teachers and children in high quality PE lessons. Active playtimes to be further developed with support of LSSP experts and apprentice sports/PE coach.

<p>school policy.</p> <ul style="list-style-type: none"> Review successes and areas for development throughout the year 	
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Meeting national curriculum requirements for swimming and water safety.	
<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>	69%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%
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? £6,000 spent to ensure that every class swims yearly and top up sessions are provided to Year 6.	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: £18,540	Date Updated: July 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				42%
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:
Extend 'Active Play' lunch times providing all pupils the opportunity to take in physical activity vary from supervised active play to inter house competitions.	Develop resources Recruit Staff where needed Order Equipment	Staffing £2950 Equipment and Storage £500	Pupils reporting their enjoyment of lunchtimes, stating the enthusiasm of apprentice sports coaches and the variety of activities on offer as the main reasons.	Consider the introduction of active minutes cards in the classroom – all pupils who access active play fill in a square on the Active Play Chart or a daily challenge.
Continue with successes of an active breakfast club from Autumn 2020.	From 7.30- 8.30 a range of high intense physical opportunities that include: <ul style="list-style-type: none"> Monday – Wake Up Shake Up Tuesday – Cosmic Yoga Wednesday – Joe Wicks Active 8 whole body workout Thursday – Double Daily Mile Friday – Just Dance 	Equipment - £300 Staffing - £2000	Great increase in breakfast club attendance since COVID restrictions amended has ensured that all children have the opportunity to have a nutritional breakfast and a healthy start to the day. Increases in attendance and punctuality, particularly for FSM children.	To train more members of staff to deliver these activities. To publicise the activities and promote through social media. To engage parents in a termly breakfast club celebration morning.

Addition of playground sport and physical activity apprenticeship	Targeted activities to engage children to take part in more physical activity and delivering personal challenge activities.	Staffing £1500	Reported increase in the children's self-worth, confidence and resilience within pupil voice questionnaires.	
Embed the daily mile challenges to inspire all children to get an additional 15 minutes of activity per day.	Sign up to the Yourtrack App to monitor and promote engagement	£500 yearly	<p>Additional staffing has been hugely successful in increasing opportunities for young people to engage in activities in curriculum and extra-curricular time. Apprentice sports and PE coaches are engaging large numbers of children in meaningful physical activities, are positive role models and assist support staff greatly during playtimes.</p> <p>Individual progress measures within the Yourtrak app indicate the amount of exercise each child has completed (parents are able to access this information). The challenges have incentivised increased participation.</p>	<p>Continue to promote the daily mile so that it becomes entrenched in school culture. Organise whole school challenge on a half termly basis</p> <p>Research with the look to deploy further active curriculum sessions, for example Athletics, Teach Active.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
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>Online celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to be involved in the assemblies.</p> <p>Extra notice boards in hall to raise the profile of PE and Sport for all visitors and parents. To regularly update school website with photographs and reports of intra school competition.</p>	<p>Achievements celebrated in assembly (match results + notable successes in lessons etc.).</p> <p>PE lead to regularly update the website blog to raise awareness and celebrate achievements.</p>	£200	<p>All pupils at some point in the year have taken part in online assembly.</p> <p>Notice boards have been continually updated throughout the year and provide information and celebratory displays about special events, matches, results and clubs which has motivated pupils to get involved further.</p> <p>The profile of PE and sport has been raised around the school by exposing children to a number of different sports and activities.</p> <p>Having a hall of fame for children who are high achievers in sport for other children to look up to has further promoted engagement and the highlighted the positive effects of sport, exercise, health and well being.</p>	Does the SLT see the benefits of the raised profile and are committed to funding these areas when the Primary PE and Sport Premium is discontinued?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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>Employment of PE specialist teacher.</p> <p>Purchase of PE Scheme 'Get Set for PE' for 2021-22 academic year.</p> <p>Increase teacher's skills and confidence to teach PE and sport. High quality PE lessons delivered during curriculum time.</p> <p>To equip the PE Coordinator, Leadership Team & Governors with the latest up to date information for PE, Sport & Physical</p>	<p>Employment of PE teacher from teaching staff</p> <p>Continue to develop and use whole school curriculum design for PE alongside purchased scheme and assessment system.</p> <p>Use of Balance assessment tool to ensure the progression and continuity of teaching and learning.</p> <p>Specialist PE teachers to attended a number of CPD courses to enhance the delivery of lessons (see LSSP website). CPD for staff</p> <p>P.E. teacher to attend termly networking meetings and then provide updates throughout the year to all staff</p> <p>Lesson observations for P.E.</p>	<p>£6,390</p> <p>£550</p>	<p>P.E. subject leader has attended CPD online training and had fed back to all staff.</p> <p>Lessons have been child led and tailored to meets the needs of the individual children in each lesson. As a result of this all pupils have made good or better progress over the past year (see school's Balance assessment system)</p> <p>Pupil voice was extremely positive children said that they really enjoyed P.E. especially the overarching principles of teamwork, fair play and personal best targets and achievements elements of lessons.</p> <p>Continued progression of all pupils during curriculum PE lessons. All pupils reporting their enjoyment of PE lessons. Pupils stating the variety of sports on offer during curriculum PE as a</p>	<p>P.E. subject leader to help new Staff/students with Physical Education. To bring the teaching of PE back 'in house'</p> <p>Monitoring use of schemes and whole school PE coverage</p> <p>Help staff understand how to assess in P.E.</p> <p>P.E. subject leader to identify any staff that need extra training in P.E. and extracurricular activities.</p> <p>Further professional development for P.E. subject leader and any other staff who need it.</p> <p>P.E. specialists to continue to teach lessons and continue to develop other staff during these lessons.</p> <p>This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside</p>

	Specialists and other staff P.E. subject leader to meet with children to see how they feel the impact of P.E. has helped them and if they have any ideas for the future Baseline pupils so that impact can be measured over time.		highlight.	the curriculum.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

0%

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:
Additional achievements: To provide a wide range of physical activity opportunities throughout whole school day.	Morning sessions to include a range of five different exercise themes including high intense exercise sessions, dancing for fun, yoga and meditation, and distance running. Playground zones set up and delivered by sports leaders every playtime providing further opportunities for meaningful physical activity engagement. Different focuses in different zones to appeal to all children and to promote positive and healthy playtimes. Daily Mile 'Yourtrak' app to engage and monitor children's progress	£0 (covered by PE lead's wage allocation).	Pupil voice questionnaires and online surveys included opinions on children's engagement in physical activities/sports and questionnaires about their confidence and self-esteem. All feedback was highly positive. Fitness assessments were conducted in PE lessons at the start, mid year and end of year. Almost all children's fitness had improved by the end of the year following the January national lockdown. Daily Mile app data used to	Pupil voice responses considered and implemented in order to offer a widened range of sports and activities for all pupils to get involved in. Trials for suggested sports/activities and suggested improvements on provision already being offered to be implemented and reviewed regularly. Weekly updates of PE and School celebration/bulletin boards.

	<p>and achievements when participating in the Daily Mile. Daily Mile to be run every morning at 8.40am, during all PE lessons (twice per week) and every day for each class. When weather permits the Daily Mile a Joe Wicks exercise session will be put on in the hall at playtimes and can also be delivered in class.</p>		<p>promote and monitor engagement. Individual, class and whole school challenges celebrated and shared via school website and social media platforms. Parent's app also used to monitor and encourage children's engagement.</p>	<p>Regular celebrations and awards for participation will support sustainability and ensure that we are always progressing further as a school.</p> <p>Regular communication and involvement of parents to promote exercise, sport and well being in children and as a school as a whole.</p>
<p>Deliver Girl's Football and Fitness Club throughout the year for all abilities in KS2 with the aim of developing confidence and skills. The football team will take part in competitive matches and tournaments throughout the year.</p>	<p>Girl's Football Club for Year 5/6 bubble to be delivered every Thursday throughout school year. Coached by Mr Dutton (PE Teacher), and Miss Aria. Team will enter all LSSP competitions post COVID throughout the year as well as arranging games with other schools.</p>		<p>Surveys/questionnaires. Fixtures, results and profile of girl's involvement in sustained sport promoted through social media, displays and assemblies.</p>	<p>Regular updates of school website and social media platforms.</p>
<p>Enrol in variety of sports events and competitions to engage SEN children in sports and activities including the 'Highland Games'; New Aged Curling and residential visits for both lower and upper KS2.</p>	<p>Practice, prepare and enter each of the LSSP competitions post COVID and celebrate the children's participation in assemblies.</p>			<p>iMovies to be created by pupils to encapsulate their involvement and celebrating their successes.</p>
<p>Termly Interschool Competitions and events</p>	<p>Whole school competitions focusing on areas of the PE curriculum that have been taught during each term. Mixed ability</p>		<p>Surveys/questionnaires. Competition, results and profile of inclusive sports participation promoted through social media, displays and assemblies.</p>	

	groups from each bubble to compete in intra school events that put the children's skills that they have developed into competition.		<p>Whole school celebration of skills that have been developed during each half term's PE lessons.</p> <p>Competitions arranged for mixed ability teams from each bubble to compete within the spirit of our school values, Ready, Respect, Kind were a huge success and a highlight for many children based on pupil voice feedback.</p> <p>Participation promoted and celebrated throughout the year social media, displays and assemblies.</p>	
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Key indicator 5: Increased participation in competitive 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:
<p>Commit to participating in LSSP, LFC, and LSPAA.</p> <p>Establish a cycle of intra school competitions, focussing on sports identified by the children.</p> <p>Engage more pupils in inter/intra school teams particularly those who are disaffected.</p> <p>Capture these activities on the school website, Twitter and Instagram and PE/Class Seesaw page blogs.</p> <p>Promote wider engagement beyond school via a variety of connections with local community clubs and initiatives.</p>	<p>Enter as many events possible with the LSSP to ensure all children have the opportunity to represent school across a variety of events throughout the year.</p> <p>Arrange half termly intra school competitions for each key stage.</p> <p>Involve all children in the promotion and importance of engaging in sports. Ensure all children feel secure to take part in either competitive or non-competitive events within an inclusive environment.</p> <p>Provide weekly updates about school sport via our school website and social media platforms.</p> <p>Contact variety of external sports providers and identify children who would benefit from further specialist coaching beyond school.</p>	£3,650	<p>Pupil voice questionnaires and online surveys included opinions on children's engagement in sports and questionnaires about their confidence and self-esteem.</p> <p>PE and school sports bulletin board to provided regular updates of intra and inter school competitions and scores/results.</p> <p>Effectiveness of updates on school websites and social media platform monitored regularly by SLT.</p> <p>Surveys conducted to monitor children's engagement in sport beyond the school day.</p>	<p>Pupil voice responses considered and reviewed in order to improve school competition engagement.</p> <p>Develop longstanding relationships with variety of external sports providers and monitor children's engagement levels. Ensure regular reviews to help promote as much participation beyond school as possible.</p>

Signed off by	
Head Teacher:	Mrs L Salters
Date:	20-7-21
Subject Leader:	Matt Dutton
Date:	20-7-21
Governor:	E.Proffitt
Date:	20-7-21