

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Attending competitions and achieving good results (competitions for all children, including those with SEN – Boccia, football). Developing cross-curricular links between reading and sport – Premier League Reading Stars. Implementing consistent planning and assessment across the new Primary setting Workshops (with cross curricular links) – circus skills, roald dahl, polar express, ballet. Work with local clubs/coaches to provide links for children to attend clubs outside of school once they have had a ‘taster’ in school – wolf mountain, judo, table tennis. Inter-House/class competitions regularly put on – football, girls football. Kit to be provide an emphasis on sport – huge impact on children’s attitudes and aspirations for lower years. Outdoor works completed and further scheduled for development of outdoor area. A whole school sport council (sharing a pupil voice and organising events across the school) -promoting sport and organising using sport to raise money for charities such as sports relief. They also organise competitions to promote healthy eating and living.</p>	<p>Increased participation in sporting activities (use of KS2 playground/Playscheme Leaders similar to ‘Heroes’ that we used to have/more lunchtime clubs) Attending more Level 3 competitions Developing PE equipment outdoors-introduce mile a day. Continue to increase staff confidence within PE. Increase % of children achieving required standard for swimming at the end of KS2. EYFS scheme.</p>

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£14,521**
+ Total amount for this academic year 2020/2021 **£ 1 9 , 7 3 0**
= Total to be spent by 31st July 2021 **£34,251**

<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. Please see note above.</p>	30%
<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>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%
<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 – Currently in the process of arranging a portable pool to be brought to school premises. Awaiting

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:	
			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?
-Develop Forest/outdoor area to develop skills and improve well-being.	Continue with Wild Tribe training and organise quotations to develop area.	£3,539	Wild Tribe training and set up of Forest area ongoing. Staff feel more prepared and gaining relevant qualifications to provide high quality experiences to children across school.	Sustainability and suggested next steps: Wild Tribe training to be implemented in September for Springdale Children.
-5 A Day daily exercise before lessons and after lunch to prepare children for lessons.	Ensure new staff are able to access. Ensure each class are using 5 a day twice a day.		Light-hearted, time to calm after lunch for children to be ready for lessons again in the afternoon. Up and moving to contribute to the 30 minutes each day.	
-Moki fitness trackers to increase physical activity across all pupils.	Purchase equipment, implement timetable and ensure staff know how class will use trackers.		Timetable set up ready to implement competition across year groups in September. Children will have record of	

			movement throughout the day and teachers will be able to use online platform to analyse class physical activity.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Football day/activities run across all year groups – to promote motivation, teamwork, fun, use of cross-curricular skills, use of sport to build confidence, supporting younger peers will developing skills.	Football activities/session run for each year group throughout the course of the day – help to run sessions from Year 6 pupils to act as role models/leaders.	£0	All children enjoyed their sessions and developed new skills and qualities. Year 6 football leaders excelled themselves and gained a great new confidence. Lots of staff noted how helpful and sensible they had been, this positive feedback filtered into their attitudes in the classroom.	Role models to visit school.
Sports Day – every year group have the opportunity to partake in sporting activities in a competitive manner. Use of older children as leaders/helpers encouraged.	Implement appropriate events for each key stage. Ensure older children are able to set up, support and model events where appropriate.		All children thoroughly enjoyed Sports Day, even though it was different to normal due to Covid. Many commented on how it was the highlight of their term and was a good focus for children to work towards. Results and photos from the day were shared on the website for all to see with lovely feedback received.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
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				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:
In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. Staff to attend/receive CPD in PE.	-Identify the local centres who are running these courses. - Identify staff to be enrolled. - Establish dates when cover is required and appoint cover staff with KB. - Ensure that time is provided for school based working and to share findings. (BC and LB-Wild Tribe Training, LW and ST virtual PE co-ordinator meetings)	£0	Wild Tribe training on-going and being implemented from September. Co-ordinators had the opportunity to discuss and see how other schools were using and developing PE throughout the pandemic period. New ideas shared and implemented – e.g. swimming pool to school.	Review new courses for staff and questionnaire to analyse confidence and areas of weakness.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

64%

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 offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	- Contact external providers for expertise in clubs (soccer 2000 adapted provisions to suit needs and wishes of Springdale children, e.g. dodgeball club) Organisation of holiday clubs. Circus skills and dance workshop. Elm Hurst Ballet School-follow up from previous year.	£6,603	Uptake in holiday clubs is good after leaflets sent home with children. Children thoroughly enjoyed the opportunity to partake in sessions where they developed new sets of skills. Dance workshop in particular, where Year 6 children implemented dance routine into their leavers	Minimise wear and tear on resources to minimise spending on repetitive equipment.

<p>-Updating equipment and resources across Primary setting</p>	<p>-Order equipment needed for lessons or to be replaced from general wear and tear (e.g. timers for circuit training, orienteering course set up around school environment)</p>		<p>performance.</p> <p>High quality lessons provided for children as lessons are always well resourced. Orienteering training has taken place using the new equipment, ready to implement from September.</p>	
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Key indicator 5: Increased participation in competitive sport				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:
- To introduce additional intra-school competitive sports identified by pupils in recent survey in order to engage more pupils, especially those who have been less active throughout the pandemic/lockdowns. Moki as mentioned above in Key Indicator 1.	- Arrange friendly competition both inter/intra school with help from sport council (competitions run in KS1 and KS2) Football Day, Sports Day, Road running club.	£40.50	Every child across school participated in competitive sports on Football day and Sports Day. A small group of children from Year 5 participated in a competitive road running club each lunchtime run by Miss Bourton.	Awaiting timetable for competitions for September to enter A,B and C teams.