

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:

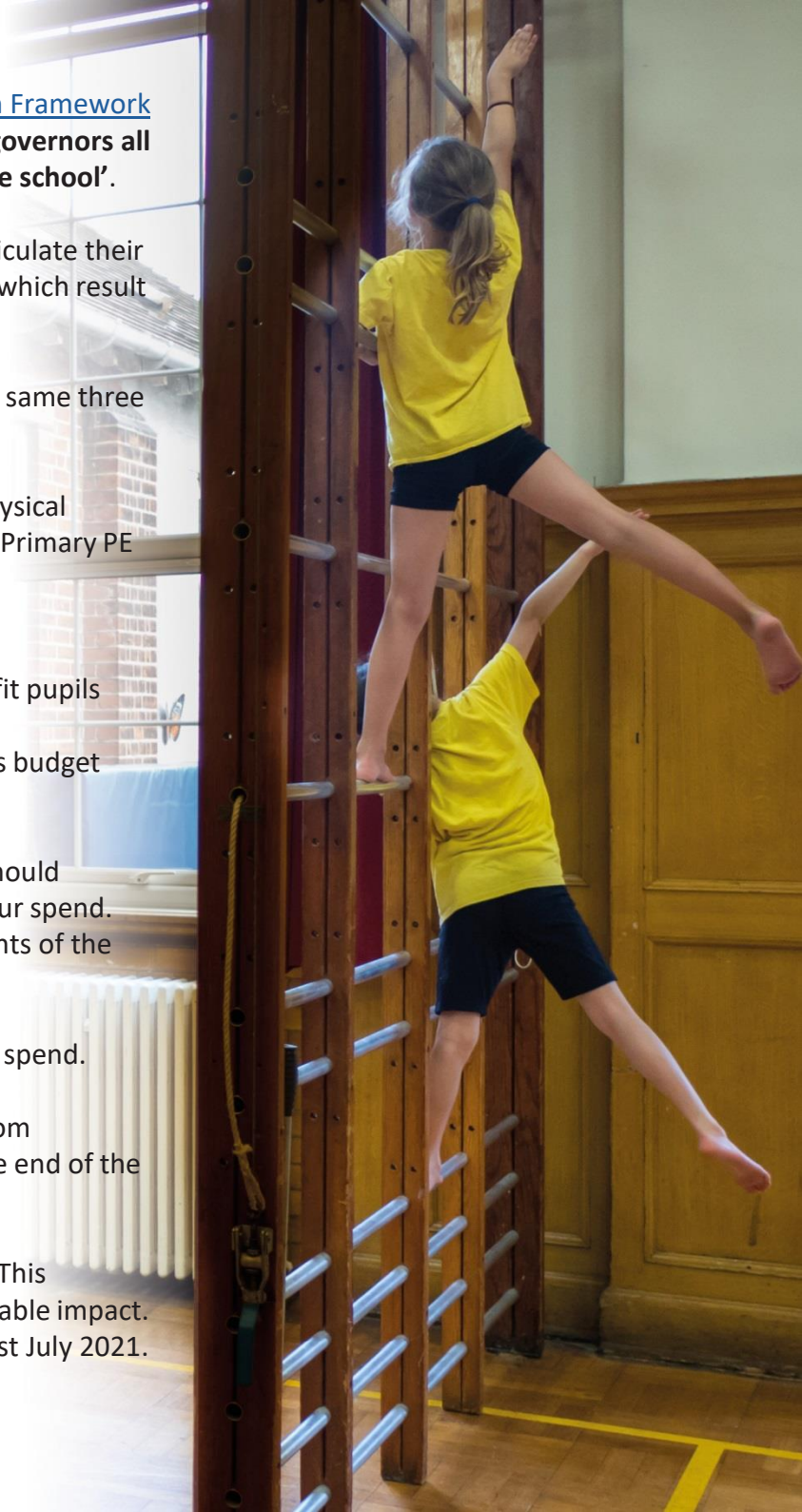
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Investment and the beginning of the implementation of what will be a whole school approach to a new PE curriculum.</p>	<p>Refresher training for the new curriculum needs to be carried out along with new staff trained. The introduction of other aspects of the new curriculum e.g. gymnastics and dance, also requires training for all staff and then time to embed these skills and become much more familiar with how the website works and how the activities run. Time is needed to embed the new curriculum and to complete any training. Staff need support to fill gaps left by covid - to focus on the fundamental movement skills as PE coverage has been widely affected across year groups because of lockdowns. Staff have reported a lack of space to play games safely in, a lack of equipment which has limited activities and patchy coverage across the school for their objectives for the year. Teachers have also reported issues with balance, agility and co-ordination, general fitness levels and a decrease in fine motor skills compared to normal conditions.</p>

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

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £17,800
= Total to be spent by 31st July 2021 £7356.87

<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>As a standalone infant school we are not required to offer swimming.</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>	<p>As a standalone infant school we are not required to offer swimming.</p>
<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>	<p>As a standalone infant school we are not required to offer swimming.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>As a standalone infant school we are not required to offer swimming.</p>
<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>	<p>As a standalone infant school we are not required to offer swimming.</p>

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: £17,800		Date Updated: June 2021	
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		
Our school focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Our actions to achieve are linked to our intentions:		Funding allocated:	Evidence of impact: what our pupils now know and what can they now do? What has changed?	
To provide resources that encourage and allow for regular physical activity.	A new bike/scooter shelter has been erected to encourage more active travel.		£1500 £1500 spent	Now that school has re-opened children are using the shelter daily and it's usually full with approximately 30.	
	Resources were bought for the F1 playground for continual use, as without access to normal facilities due to bubble restrictions.		£2000 £1873.13 spent	Resources have not been in use due to covid/cleaning issues.	
	Website resources through SSPAN were given to staff to pass onto parents over lockdown to encourage activities at home using basic equipment and space.		£0 Part of the membership package.	PE co-ordinator ongoing improvements in subject knowledge and confidence.	
			Sustainability and suggested next steps:		Encourage new F1 parents to stop using buggies or to use them less and involve their child in a more active way to get to school. Provide information during story times or a workshop on Big Moves. Need to audit the resources used at KS1 breaktimes to see what can be used and what may be used at a later date after covid and if any need replenishing.

	Staff/parents were made aware of other websites for home activities over covid for use through links on google classroom.			
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	
Our school focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Our actions to achieve are linked to our intentions:	Funding allocated:	Evidence of impact: what our pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the teaching of PE for all staff and the outcomes for children in terms of their physical literacy.	The REAL PE scheme of work was introduced to all staff as part of the REAL PE Legacy package to improve the fundamental skills of all children. Staff received initial training on how to use the resources and website, also information on the scheme's ethos to encourage a life long enjoyment of movement and PE generally, emphasising the positives of sports eg. team work, challenging yourself, enjoying moving around generally. Posters in the hall remind children of the key elements of the scheme.	£6400 £3200 spent (last payment instalment)	Staff used one PE session a week to trial the scheme and become more familiar with it. Covid and lockdowns then prevented the scheme from becoming embedded, the hall was out of use along with the majority of equipment. The scheme was put on hold and staff taught PE sessions through HIIT, yoga, chair activities, some outside games instead. Parents were informed of websites to use that fit these ideas and provided more variety of activities eg. Joe Wicks workouts, Cosmic Yoga, Supermovers, BBC Bitesize.	Staff require refresher training on the beginning of REAL PE again along with new training on REAL Gym/Dance. Further new members of staff also require training. Look into training for staff at lunchtimes to engage children further depending on time limits and staffing.
	X1 staff member received REAL PE training through TEAMS over covid as new to the school.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Our school focus is clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Our actions to achieve are linked to our intentions:	Funding allocated:	Evidence of impact: what our pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide training/support to the new PE co-ordinator.	<p>The PE co-ordinator received several sessions of training on the use of the REAL PE website, the aims of the scheme and the PE assessment tools available.</p> <p>SSPAN (local network meetings) have taken place.</p>	<p>£0</p> <p>Part of the legacy package deal.</p>	<p>The PE Co-ordinator is up to date with training but will be engaging in further training of the new scheme, along with further assessment information. The PE/Sport/Health wheel is now ongoing.</p> <p>SSPAN meetings have been attended and are helping to inform the co-ordinator of current practise, PE resources available and opportunities for home/online activities.</p>	<p>Further training is needed for the co-ordinator to become fully trained with the REAL PE scheme.</p> <p>Continue the membership.</p>
	TLR – PE Co-ordinator	<p>£2630</p> <p>£2630 spent</p>	<p>Time needs to be allocated for the PE role in the new year to help embed the new scheme and provide training and assessment times for a sustainable and informed approach.</p>	<p>See SLT about regular time out of class.</p>
	SSPAN membership bought into for next year to provide ongoing	<p>£1100</p> <p>£1100 spent</p>	<p>The PE co-ordinator has access to up to date information for virtual</p>	<p>Continue the membership and ask for support re clubs and</p>

<p>To provide training to staff members unfamiliar with REAL PE.</p> <p>To provide refresher/new training on REAL PE to all staff members, to provide high quality provision across the school.</p>	<p>co-ordinator support, information and access to festivals and competitions.</p> <p>Dance support provided by AB.</p> <p>X1 staff member received training on REAL PE that was given to staff members pre-covid over lockdown.</p> <p>Staff have been booked in for refresher training in the Autumn term, along with new training on REAL Gym and REAL Dance. This will take the form of workshops so staff can see lessons happening in real time with a REAL PE expert practitioner.</p>	<p>£50 £50 spent</p> <p>£0 Part of the legacy package deal.</p>	<p>sports.</p> <p>The new member staff attended the training and is now more familiar with the REAL PE approach.</p> <p>Teaching staff should become more familiar with the new scheme and feel confident when using it.</p> <p>Teaching staff should see how REAL gym/dance fits with the REAL PE schemes and become more familiar with the scheme as a whole and know where the strengths and weaknesses are in lessons, equipment and techniques.</p>	<p>festivals.</p> <p>Continue to use outsider providers to help train staff in dance and gym for ideas, training and confidence purposes.</p> <p>Training for new staff has been booked in for the new year 21-22. Audit staff responses on their confidence levels at intervals through the year and also their feedback on equipment needed.</p> <p>Look into staff attending additional training via after school clubs and how they teach skills.</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	
Our school focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Our actions to achieve are linked to our intentions:	Funding allocated:	Evidence of impact: what our pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide children with a broad range of sports clubs, curricular and extra-curricular activities.	<p>Due to covid and the hall being out of use no after school clubs have been running or a sports day.</p> <p>SSPAN has been contacted regarding running after school clubs in the new year but are as yet not offering any until covid becomes more resolved.</p>	£0	<p>Children's confidence/abilities generally have decreased as shown by the staff surveys with gross and fine motor movements declining due to covid. Many children report not going out for walks even when able to do so. Some visits to parks have resumed since Easter. Children have had little space to play outside or inside over covid as evidenced through video clips on google classroom.</p>	<p>Outside providers will be starting after school clubs in Aut 2. There are 2 new providers and more clubs will be put on as we go through the year and ran either by staff or outside providers with parents paying the full club amounts directly.</p> <p>Audit children and what clubs they would like to do.</p> <p>Look into support staff continuing to lead a club eg. balanceability.</p> <p>Look into Kimbles running EYFS after school clubs or doing activities to help train staff in lessons.</p> <p>Book Kimbles for sports days next year and other providers to help out eg. AB Dance.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Our school focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Our actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do our pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To engage in local competition between other schools at mixed activity festivals and sport specific competitions.	<p>No festivals or competitions have been attended recently. Transport is provided by school out of our funding.</p> <p>Local festivals and competitions have been run virtually only this year e.g. with skipping activities from SSPAN or through more individual goals via google classroom, where children see if they can beat their own score from last time in a lesson.</p>	<p>£90</p> <p>£90 spent</p>	Covid has affected the running of competitions. Hopefully these will resume next academic year.	Look into what festivals are running and other competitions. Target children who are lacking in body confidence, mental health issues, poor gross/fine motor skills initially.

Signed off by	
Head Teacher:	<i>Mr Mark Tipple-Johnson</i>
Date:	1 st July 2021
Subject Leader:	<i>Mrs A Postlethwaite</i>
Date:	1 st July 2021
Governor:	Mrs C Browne
Date:	5 th July 2021