

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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
- 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:
<ul style="list-style-type: none"> • Offering PE club to all pupils weekly. • Increasing use of the whole grounds all year round • Offering wider experiences in dance • Reintroduction of Daily Mile • Houses and house points along-side our new school values have encouraged participation. 	<ul style="list-style-type: none"> • Reintroduction of Swimming lessons for every pupil from Year 1 to Year 4 restrictions allowing. • Forest school sessions to promote outdoor learning supporting physical and mental health • Wider range of playtime games to encourage further physical activity. • Further range of physical activity promoting healthy lifestyles – dance, gymnastics • Clearer focus on skills progression and assessment of progress in all areas of physical activity. • Further opportunities for pupils in Early Years to engage in activities to develop gross motor skills and body strength.

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

Delete as applicable

Total amount carried forward from 2019/2020 **£11,251**
+ Total amount for this academic year 2020/2021 **£9,425**
= Total to be spent by 31st July 2021 **£20,676**

<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>Unknown % Self rescue was not assessed due to Covid-19</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>N/A</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>N/A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A</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>No due to Covid swimming not attended.</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: ££20,676		Date Updated: July 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:
					23%
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?:
To receive high quality PE lessons from specialist teachers or teachers who have received CPD to be able to teach the sport effectively.		Working with Sports provider – a wider range of sports have taken place.		£4500.00	Observations and pupil voice show a high value towards physical activity. Fitness levels after school closures have improved again and all children show higher levels of stamina.
To increase daily active time outside for every pupil.		Field used at break and lunch times to extend the area in which pupils have to be active at play all year round. Equipment and games organised by active play leader.			
		Equipment to organise, zone and encourage active areas.		£300.00	Children are active within their play and developing skills needing hand – eye coordination and physical stamina. Children see being active as part of their routine.
					Ensure skills progression is in place in all PE lesson and overview of what is taught when is implemented. As a result, the pupils will be able to identify skills which they can complete now that they could not before.
					Develop play leader roles for pupils and support staff.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				57%
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 offer rich and varied experiences through dance as part of our PE curriculum.	Dance Around the World workshop arranged.	£349.00	Full engagement in dance workshop which celebrated diversity of culture while recognising dance as exercise.	Regular booking for whole school dance workshops.
To encourage active interests and outdoor pursuits	Development of the existing wildlife area.	£1000.00	Parent voice shared the enthusiasm of children brought home after the event.	Investigate gymnastics competitions inter school.
	Outdoor area development to enable use of resources for EYFS to promote active lives.	£7000.00	Pupils chose to share dances in summer show as a result of the workshop.	Invest in outdoor equipment for whole school use to develop balance, control, coordination and upper body strength.
	Provide a range of bikes and trikes	£1,400.00	Wildlife area has had minimal development but has been maintained and used by Early Years pupils as part of active CIL. Projected cost not needed.	
			Outdoor area for EYFS planned and design scheduled to be implemented in August 2021. (cost £10.000)	
			Bikes and trikes purchased as part of whole school Bikeability event. Higher percentage of Early Years pupils are able to ride	

			a pedal bike since investment. 100% of pupils in Y3 and 4 passed Bikeability level 1.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	15%

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?:
To observe high quality PE lessons from specialist teachers or teachers who have received CPD to be able to teach the sport effectively. To support teaching and support staff in the use of the outdoors to support and engage pupils engagement in learning, physical and mental wellbeing.	Teaching staff observe and participate in the teaching of PE. This includes a range of sports including swimming, games, gymnastics and dance. Chance to Shine Cricket planned for Autumn term 2020/21 for KS1 and 2. Enable teachers to work with a range of year groups to see skills progression throughout the school. Also investigate use of Forest Schools CPD.	As key indicator one £3000	Subject leader has worked more closely with sports provider to develop the progression of skills in physical education. Teaching staff have observed high quality teaching of dance and cricket. Forest school sessions completed over one term across the school as part of our wellbeing return to school and support of outdoor learning. Teaching staff have expressed interest in training as forest school leaders.
			Sustainability and suggested next steps: Ensure skills progression is in place in all PE lesson and overview of what is taught when is implemented. As a result, the pupils will be able to identify skills which they can complete now that they could not before. Teachers to be able to evidence skills being taught and why in every lesson.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 3%
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: Enable pupils to consolidate and experience further sports experiences.	Sports club provided for all pupils weekly after school. Running Club Bikeability Year 3 and 4 – Level One, skills course Beginner Biking Nursery to Year 2	£250.00 £15 / pupil = £195.00 £60 per hour (8 pupils and parent/carer per group) 3 hours needed = £180.00	32% of pupils eligible attended football club. 45% of pupils eligible attended running club. Clear impact and developed knowledge in running techniques seen in class and whole school events due to running club, e.g. pace, looking ahead on the track. Bikes and trikes purchased as part of whole school Bikeability event. Higher percentage of Early Years pupils are able to ride a pedal bike since investment. 100% of pupils in Y3 and 4 passed Bikeability level 1.	Continue existing clubs and establish another active after school activity such as cheer leading. Bikeability will continue next year for those who have not reached / passed level 1 Bikeability.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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 experience sporting events with other local schools through the Royston Sports Partnership. To compete against other local small schools in school arranged events.	To use the Bronze package to enable pupils to take part in and experience as many sports as possible. Arrange netball matches and cross country running events.	£2500	Limited impact due to Covid-19 restrictions. Being a small school meant managing the limited events was difficult. Sports Partnership cost = £1000	Establish links to other local small schools to arrange events to compete outside the partnership of larger schools.

Signed off by	
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Date:	21.07.21
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Date:	21.07.21
Governor:	Shelley Ward CoG
Date:	22.07.21