

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£-
Total amount allocated for 2020/21	£17,380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,180
Total amount allocated for 2021/22	£17,380
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,560

Swimming Data

Please report on your Swimming Data below.

<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 then 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>	No swimming sessions took place during 2020 / 2021 due to leisure centres not being open - COVID
<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 2020.</p> <p>Please see note above</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	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:		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: 14%
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:
All pupils achieving the statutory DfE target of 30 active minutes daily.	Employ a Sports Coach to deliver lunchtime club/activity x1 per week for the least active and disadvantaged pupils. Development of pupil led activities at lunchtime through lunchtime leaders in EYFS/KS1 playground. Not able to take place across cross phases / Key Stages due to COVID restrictions. Additional support at lunchtime provided		Sports Coach Lunchtimes £1033.50 PE Resources £1436 Balance £1050.07	Lunch time clubs have supported the return to physical activity following COVID and have educated the less active in healthy active lifestyles. Targeted intervention provides confidence in a smaller focused group where participants are physically active for 30 minutes. Targeted pupils are more involved and participate to a higher fitness level in class PE lessons. Raising levels of physical engagement in school, eg increased numbers involved in lunch time activities through the Sports coach.	Further development of structured activities at lunchtimes by lunchtime leaders when COVID restrictions are removed. The aim will be to provide structured playtime opportunities to all EYFS/KS1 children to encourage them to be physically “active” at lunchtimes. Benefits include the development of core motor skills, fitness and mental well-being as well as increased social integration. Re-introduction of playtime leaders – will need to be in phases Y2 for KS1 / Y4 for Lower KS1 / Y6 for Upper KS2.

All pupils achieving the statutory DfE target of 30 active minutes daily.	PE subject lead to develop daily activity programme for pupils in school and monitor behaviour patterns.		Daily mile has helped with EYFS/Year 1's concentration and readiness to learning.	Maintain daily mile (EYFS) and wake n shake (KS2 as part of the school day as studies should the positive impact it has on children's focus, especially in the afternoons. KS1 to participate in the daily mile. Discuss introduction of Daily Mile with KS2 staff in September.
All pupils achieving the statutory DfE target of 30 active minutes daily.	Access Lunchtime Supervisor training on Active Lunchtimes as part of Trailblazers (postponed due to COVID-19)		N/A	PE Leader to establish lunchtime resource boxes and deliver training for Lunchtime Supervisors

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
36%

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:
Target groups of pupils to improve learning outcomes, leadership skills and health and well-being.	Employ Sports Coach x1 morning per week to work with disadvantaged and targeted groups of children to participate in activities that improve confidence, self-esteem, health and well-being. Sports coach employed to take small groups / max 15 to ensure high quality intensive physical activity to promote healthy lifestyle following lockdown.	Interventions £530 Anomaly Board £5714 Balance £13.61	Greater focus on Core Skills since March return. Smaller targeted sessions has meant that pupils have increased confidence/self-esteem in class PE lessons as well as fitness levels, technique for fundamental skills following the targeted invention. During lockdown, opportunities to remain active were promoted through website and home-learning links. Children took part in the Gloucestershire Virtual Games.	Maintain targeted interventions for key pupils identified by staff. Engaging pupils in line with Ofsted requirements relating to health and wellbeing. Training lunch time supervisor. To maintain sports coach to deliver smaller groups for intensive 30 minutes PE.

Anomaly Board in the playground	<p>Training to take place with key staff</p> <p>Customised videos to be produced following training.</p> <p>Use to promote and celebrate PE/sport and activity.</p>		<p>Unfortunately, due to the COVID 19 pandemic and school closure no training has taken place and the board has not been used to its full potential. Therefore we have decided to end the contract and allocate the spend for next year elsewhere.</p>	<p>Anomoly board to be removed and returned as contract is being ended.</p> <p>Installing an ActiBall Sports Board for use at playtime/ lunch and PE sessions.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
All staff to feel confident to deliver high quality gymnastic PE lessons that enable children to have positive experiences in PE	Teacher and TAs to attend gymnastics sessions with children.	<p>Sports Coach £7,351</p> <p>Balance £117</p>	Due to COVID regulations numbers needed to be reduced so only 1 year group was able to attend the gymnastics sessions. Positive responses from children and staff attending.	To continue with gymnastics at the local centre and staff to then be able to support back in school.
Provide training and ongoing CPD for teaching and support staff to ensure that all members of staff deliver/assist with high quality PE teaching to help raise PE outcomes.	Staff to receive additional CPD whilst Team Teaching with an external sporting coach.		<p>CPD for staff ensures that lessons are assisted/taught by competent, confident and experienced support staff.</p> <p>Due to COVID situation and regulations this did not take place from January 21. Children were taught in smaller groups to receive targeted physical activity in order to increase their physical skills and improve health and well being following lockdown.</p>	Further training opportunities to be arranged, guided by audit of current skills and confidence of teaching staff.

Plan and develop a PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum.	Develop a balanced curriculum map for PE. Develop a broad and progressive PE curriculum. Staff able to provide higher quality PE lessons to pupils due to an increase in confidence and knowledge in PE.		Key assessment criteria support teachers every half term on teaching and physical skills to ensure a broad and progressive PE curriculum. Curriculum map provides a focus for teachers.	Learning walks to ensure teachers feel confident, are supported and evidence of CPD.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
All children to enjoy being physically active and develop physical literacy through participation in a broad range of structured and unstructured activities during extra-curricular time (Lunchtimes and break times).	Employ Sports Coach x2 afternoon a week to deliver sports at lunchtime. Employ external coach provision to provide extracurricular clubs after school x1 weekly. Offer extra-curricular coaching provision after school through ProStars x 1 weekly.	Lunchtime club £915 -£1.50 balance	Engaged children who are less engaged in PE. Teaching rules, sportsmanship and team games and competitions. As after school clubs did not take place due to COVID additional sports support was provided at lunchtimes.	Lunch time clubs to continue with a focus on targeted children E.g. disengaged, behaviour, fundamental skills, confidence, leadership. After school clubs to be ran or overseen by staff. Lunchtime leaders to trained and re-introduced. This will be in Year phases.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2 %
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:
All pupils to participate in intra and inter school competition within and beyond the School Games offer.	Liaise with School Games Organiser and School Sports Partnership. Promote the School Games values around school. Promote the School Games and other competition with staff and pupils in school and celebrate achievements. Organise teams of pupils for participation in competitions.	£400 Youth Sports Trust £0	No competitive games took place between schools due to COVID. Children have taken part in the Gloucestershire School Virtual Games Activities.	Join new local schools football 'league' for Year 3 / 4 Year 5/6. Provide increased opportunities for children who would not normally access inter competition by using networks and local schools to arrange B and C team or 'friendly' competitions/fixtures Identify pupils who may benefit from these additional opportunities specifically capturing the pupil premium children

Key achievements to date until July 2021:	Area for further improvement and baseline evidence of need:
<p>During lockdown, opportunities to remain active were promoted weekly via home learning links provided by the class teachers. Information was also shared via the school website.</p> <p>CPD coaching provided by sports coach to staff September – December.</p> <p>From January 2021 - Small group teaching in PE enabled more adult to child ratio to address physical / health needs on return from lockdown.</p> <p>Targeted Interventions for children to focus on core strength / co-ordination / balance – 'fizzy'</p> <p>Daily mile was trialled in reception. Positive response from staff and children.</p> <p>Positive attitudes to improving our Health and Well-being.</p> <p>Year 2's enjoyed gymnastics.</p>	<p>Covid-19 has had a significant impact on pupils' health and well-being, both mentally and physically. Pupils who need support with these areas will be identified and supported through the Sports Premium for next academic year.</p> <p>Restart local competitions and engage fully with The Local football League and Gloucestershire School Games.</p> <p>Daily Mile to be established in KS1. Daily Mile / Wake and Shake in KS2.</p> <p>Purchase and install Activall to support physical activity at break / lunch /and with Interventions.</p> <p>Greater numbers to take part in gymnastics sessions as restrictions have now eased.</p> <p>Continue to deliver well-being activities to support children's mental health.</p> <p>MDSA playtimes training provided. Resources provided to support more active breaks.</p> <p>Swimming to resume – sessions to be an hour's intensive swim.</p>

Signed off by	
Head Teacher:	P Howell
Date:	July 21
Subject Leader:	S Coleman
Date:	July 21
Governor:	A Griffiths
Date:	Sports Premium Action plan and finances reviewed at both Finance and Resources Committee and Full Governors.