

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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"> • Upskilling of staff • Children engaging in sessions with NUFC – promoting behaviour at lunch time • EYFS early movement programme • Mindfulness & yoga sessions 	<ul style="list-style-type: none"> • After school clubs • Lunch time clubs • Sport leaders for break times to promote engagement with PESSPA • Swimming provision

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

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	44%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	46%
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?	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: 2021/2022		Total fund allocated: £14,582	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:
				13%
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:
<ul style="list-style-type: none"> Sign up and commit to Active 20 pledge; ensure daily physical activity is in the recovery curriculum for each cohort following COVID. To organise playground games to develop team work and cooperation, training certain Year Six pupils to facilitate and lead playground games Engage children in outdoor games for playtime / lunchtime to encourage completion of Active 20 pledge. Buy into mindfulness minis – after school or breakfast club 	<p>Every class to include at least twenty minutes of PA every day, ensuring continuity across key stages – Dinner time clubs, active lessons, daily mile</p> <p>Train playground leaders in each bubble / or year 6 leaders to deliver games each playtime / lunch time.</p> <p>Buy into new playground resources to engage and promote active playtimes / lunch times.</p> <p>Encourage children and develop their awareness of mindfulness</p>	<p>£400</p> <p>£234</p> <p>£1200</p>	<p>Increased activity from all children during playtime and lunch time due to play leaders and resources provided outside.</p> <p>Play leaders are beginning to create games and coach alongside the children to increase activity outside.</p> <p>Trolleys outside have been replenished to promote pessa.</p> <p>Children from all year groups are signing up to take part in yoga. Positive feedback has been given from attendees.</p>	<ul style="list-style-type: none"> Continue to monitor and provide active opportunities in classroom. Use pupil voice to provide more playground equipment in order to encourage even higher levels of activity. Sport leaders to be timetabled to promote engagement in outdoor games. Continue to use pupil voice and school council as a means to promote a high level of engagement. To enhance the subject

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				knowledge of teachers, plan to review PE resources being used as part of curriculum development for this subject
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				60%
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:
<ul style="list-style-type: none"> PESSPA profile raised across whole school including within the teaching of PE. External agencies to deliver lessons related to confidence, self-esteem and teamwork External agencies to deliver lessons to provide engagement and catch up in literacy & numeracy. 	<p>Use premier league clubs – NUFC foundation to work alongside staff to upskill and support delivery of PE sessions – classes change on a half termly basis.</p> <p>Use Premier League clubs to work with children as part of ‘recovery curriculum’</p> <p>Buy into Commando Joes.</p> <ul style="list-style-type: none"> Impact on overall learning, engagement, attitudes and achievement in class. Improvement in behaviour management, growth-mindset, and self-confidence. Practical application of learning helped develop curriculum learning, leading 	<p>£6500</p> <p>£1750</p> <p>£360</p>	<p>Staff becoming more confident when teaching a range of PE activities. NUFC coach works alongside the staff to develop and plan lessons providing upskilling.</p> <p>All children and staff taking part in Commando Joes. Children are developing their team building skills, communication and resilience skills. Children are fully engaged in their learning.</p> <p>Children who take part are developing their gross motor</p>	<ul style="list-style-type: none"> Equipment to be used and continue to monitor suitability of equipment, repurchasing when necessary. Staff to engage with PE sessions and co teach alongside the coach. Half termly use of Commando Joes – displays giving evidence of sessions taking place. Set up mini festivals at the end of each block of teaching to promote competition and personal best. Continue to train sports leaders

<ul style="list-style-type: none"> Skip into spring 	<p>to improved engagement, attendance and attainment</p> <p>Andy Elliott sports intervention. To improve the fine and gross motor skills of targeted children. Booked into skip into spring for May 2022 – All children take part in skipping activities during the week – also links to competitions</p>	<p>No fee</p>	<p>skills and making progress across the PE curriculum.</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:
				19%
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:
<ul style="list-style-type: none"> Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively Provide staff with resources and confidence to teach PE EYFS staff to be upskilled through teaching of functional development and early moving programmes 	<p>Use of county CPD sessions provided by Kate Stephenson</p> <p>PE Lead to join in with sessions to provide feedback each term.</p> <p>Sign up to Active2Learn. Ben to provide EYFS children with coaching to upskill the staff and support implementation into every day lessons.</p> <p>AW to attend network meetings to keep informed with regard to PESSPA.</p>	<p>£500</p> <p>£2340</p> <p>£0 (partner)</p>	<p>Subject lead accesses Network meetings to keep up to date with current guidance. PE lead then disperses any information to staff via email or meetings.</p> <p>Y1 teacher has noticed improved gross motor skills from children coming from early years due to the support they receive from Active2Learn.</p> <p>Higher proportions of children are reaching age related expectations or higher.</p>	<ul style="list-style-type: none"> Whole school PE curriculum plan to be created to address NC coverage and progression of skills across whole school, catering for SEND/MAT children as well as differentiation. Staff are involved in the delivery of the specialised early years PE programme, and will be confident to continue the delivery without an expert being present. Understanding and applying early essential movement patterns to movement difficulties in primary age pupils

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Encourage self-esteem and belief of learners through the variety of sporting opportunities available to them as extra-curricular activities. Hoopstarz Street games day 	<p>Buy into after school clubs to promote a wide range of sports offered to pupils.</p> <p>Hoopstarz experience day - experience for children (games/activities using hula-hoops) to access then be implemented across during playtimes/lunchtime s/at home</p> <p>To promote a range of activities that can be played in and out of school to contribute to the governments recommended daily 60.</p>	<p>£ 2000</p> <p>£ 264</p> <p>£150</p>	<p>NUF always fully booked – price included in the NUF package. Yoga club – kalma baby yoga has seen an increase in children attending the club.</p> <p>Children are more active with hula hoops during active playtimes.</p> <p>Children are more physically active during the day resulting in less bad behaviour and disagreements during break/lunch times.</p> <p>Children are more focused and productive in lesson times.</p> <p>More children accessing out of school activities and after school clubs. Raise the importance of</p>	<ul style="list-style-type: none"> Train staff to ensure clubs sustainable moving forward Promote engagement of activities bought into school day to continue a raised profile of PE across the school.

			sport to children.	
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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:
<ul style="list-style-type: none"> To encourage intra school competition and promote personal best competitions half termly. To take part in inter school competition (if covid allows) 	<p>School to hold mini festivals at the end of each block of PE teaching – promoting personal bests or team games using the skills previously taught.</p> <p>Take part in festivals and competitions held locally</p>	£140 (bus)	<p>Aw to set up half termly competitions – lunch times 1x per week – weather dependant due to facilities being in use.</p> <p>Booked to attend NUFC under 11's football competition 17.2.22.</p> <p>Children excited to take part.</p>	<ul style="list-style-type: none"> Opportunities for inter school competition.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	A. Williams
Date:	18.7.22
Governor:	
Date:	