

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



2021-2022

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](https://www.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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Implementation of a new P.E scheme 'Get Set 4 P.E' across both the Infants and Junior school over 2020-2021. This has led to an increase in confidence in teaching P.E and also consistently across both schools. Due to a range of clubs being offered we have been able to target our pupil premium children to attend these clubs. Due to COVID restrictions this year the children have come into school wearing their P.E kit on their chosen P.E day which has significantly improved the time children have for P.E All P.E resources were overhauled and a range of equipment was ordered in order to support all lessons in the 'Get Set 4 P.E' sequences and specific resources were brought to help develop key skills during break and lunch times. Resources to develop the main playground to promote physical/gross motor development have been purchased and children have daily access to a range of equipment. Play leaders have been beneficial in supporting group games during lunch times as well. AfPE membership was useful in supporting P.E lead with developments, monitoring and assessments over the year. 	<ul style="list-style-type: none"> For the outdoor provision to be utilised at every opportunity especially after COVID. EYFS and Year 1 to maximise the use of outdoor learning where possible. <i>All EYFS classes make daily use of the outdoor provision. Outdoor learning takes place in Y1 as timetabled, with restrictions still in place due to Covid.</i> To develop the indoor climbing frame so all children are able to use this within their P.E lessons over the year. <i>The climbing frame is used within gymnastics sessions, linked to the Get Set for PE scheme.</i> Continue to develop the main playground to promote physical/gross motor development with the use of equipment/trim trail during lunchtimes and EYFS/Year 1 outdoor learning time. (Playground markings and trim trail to be purchased) <i>Trim trail has been installed and will be a focus throughout 2022.</i> Further training for a new PE lead and for staff as required- <i>training to be a focus for 2022.</i> Access for children to enter competitions through the trust- <i>Covid dependent.</i> Assessment sheets from 'Get Set 4 P.E' to be embedded over the year.

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 £2370.00 – Spent in

+ Total amount for this academic year 2020/2021 £2350.00

= Total to be spent by 31st July 2022 £2350.00

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<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>	N/A
<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>	% N/A
<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>	% N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% N/A
<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 N/A

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: 2021/22		Total fund allocated: £18260	Date Updated: July 2021 – evaluated July 2022	
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: £12,000 = 66%
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:
Improve resources for the whole school to support the teaching of PE and therefore the engagement of all children.	Purchase additional resources linked to the PE curriculum. Purchase resources to support P.E in after school clubs in order to offer a wide variety of extra-curricular activities. Purchase playground markings to develop gross motor skills.	£7,000	Resources have been purchased and this will be a continued focus for 2022 to ensure that PE sessions are resourced for maximum impact. Staff questionnaire planned for early in 2022. Trim trail installed outside New equipment purchased to support the children with their PE time, after school clubs and also to be used at playtime and lunchtime. Playground markings to be completed in August 2022.	Purchase more equipment for children to use at playtime and lunchtime to enhance the provision and opportunities for the children as well as to further support behaviour and opportunities at playtime.

<p>To offer a range of extra-curricular clubs that the children can extend to gain further experiences in a range of sporting activities.</p> <p>Broaden the sporting opportunity available to pupils and increase pupil participation in physical education</p>	<p>Range of sports offered throughout the year that all children can access lead by school staff and external providers.</p> <p>2 clubs will be offered each half term from active sports. One for Year 1 and one for Year 2. In the Summer term EYFS will start a club.</p>	<p>£5,000</p> <p>School to subsidise clubs in order to increase the chances for PP/Vulnerable/all children.</p>	<p>Extra-curricular clubs have been well attended since re-opening, with positive feedback from children and families.</p> <p>Extra-curricular clubs have taken place each term. Autumn and Spring term for Year 1 and 2 and Summer term for Reception, Year 1 and Year 2. The uptake has been good and we are looking to increase numbers for the next academic year.</p>	<p>A wide range of clubs have been offered to the children. This had had a positive impact on their PSED skills.</p> <p>Money budgeted for clubs to take place next year. Conversations have been made with an external company to provide clubs for children and to ensure these continue next year.</p> <p>Children have learnt new skills from attending the clubs which have been transferred to PE lessons.</p>
<p>Increase opportunities for children to participate in daily physical activity in school in addition to designated PE lessons</p>	<p>After successful instalment of the trim trail, children will have an increase in physical development and activity level. Children will take ownership of being physically active during break and lunchtimes.</p>	<p>No cost (carried over from last year).</p>	<p>Trim trail installed in December 2021. Children will be involved in planning its use for maximum impact.</p> <p>Trim trail has been used by children at lunchtime and playtime. It has positively impacted the children's physical development.</p> <p>Daily Go noodle being used in classes.</p> <p>Equipment purchased to use at lunch and playtime.</p>	<p>Continue to use trim trail at playtime and lunchtime.</p> <p>Purchase more PE equipment that can be used to further develop at playtimes and lunchtimes.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£0 - 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:
Weekly 'Celebration Assembly' to celebrate sporting achievements in and out of school to inspire more children and also to encourage children to talk about sport.	Encourage children to bring in certificates, trophies etc. from sporting events and clubs to share with the whole school and families. Success to be celebrated on the school website and monthly newsletter.	No cost	Put in Newsletter and shared on dojo. Photos to be taken and places in PE folder. Children's sporting achievements are now celebrated in assembly every Monday. Children bring in trophies, certificates etc.	Continue with this. Weekly sports award in school. Allows children to view sports positively and encourage others to take part in sports. School to actively encourage children and families to bring in awards so that we can share these in school.
Assessment sheets from 'Get Set 4 P.E' to be fully embedded to support tracking and monitoring of teaching staff	Assessment tracking sheets to be used each half term. This will help identify key needs of the children and make sure the teaching of P.E is at least 'good'.	No cost	PE curriculum now in place. Regular meetings with PE lead at the Juniors has allowed us to finalise progression documents and roadmap. School have worked on ensuring a progressive curriculum for all areas of PE as in the scheme. All staff are aware of this and next year we will continue to embed this.	Development of curriculum and curriculum documents. Continue to work on the assessment of PE and how teachers are tracking their children in PE lessons. Curriculum to be embedded next year.

Take part in a range of national sports events throughout the year to develop the children's love of P.E/ try out new activities.	National sports week Sports day Comic relief Sports event Race for Life event	No cost	School took part in virtual PE lesson on Red Nose Day with a professional instructor to help develop a love of exercise. Sports day took place for each year group and parents were invited and joined the event. Event celebrated range of PE skills.	Planned opportunities to take part in national sports events next year. The children loved taking part in this and it helped to create a positive attitude whilst supporting charities. Children enjoyed the sports day and were able to share knowledge and skills.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£3280 – 18%
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:
<p>Upskill staff in order to improve the teaching of PE through CPD as well as through a scheme of work that all staff can access and develops skills and knowledge.</p> <p>Aim to increase staff knowledge, skills and confidence in teaching PE and Sport; with the intended impact being that our pupils experience higher quality PE lessons</p>	<p>Skills and knowledge to have a clear progression across the school.</p> <p>Clear 'scheme' in place across the school to develop the skills across the school. Invest in Get Set 4 PE scheme for all teachers to follow. Cover for P.E lead to be in place 1 day each term for the lead to monitor all teachers in P.E</p> <p>Development of an effective assessment process to determine an accurate baseline and record progress. Linked to Get Set 4 PE.</p>	£1,000	<p>Get Set for PE scheme is used throughout the school.</p> <p>One session of monitoring has shown the positive impact on the PE teaching and attitudes of pupils (refer to pupil voice responses- all year groups)</p> <p>Training / network meetings in place for PE lead through the Trust. Looked at the progression of knowledge and skills within the scheme and implementation within school.</p>	<p>Get Set 4 PE has now been fully embedded across both schools. Have seen a huge raise in teacher confidence when teaching PE but also clear progression of skills from EYFS to Year 6.</p> <p>Next year, monitoring should continue alongside pupil voice and also looking at implementing an assessment tool. Look at staff feedback and next steps for training.</p>

Increase the subject knowledge of the PE curriculum leader and then all staff to improve the PE provision across the school.	PE curriculum leader to attend the PE conference and other CPD opportunities.	£1,000	PE lead attending PE network meeting with other leads in the trust. Shared ideas and worked on curriculum documents.	Look at training for new PE lead and to support staff teaching PE. PE equipment bought has supported this.
Increase the opportunities for the most vulnerable children in the school and offer support/break outs once a week to further support them.	Sports coach to come in and support/ take small groups of children to help with behaviour/provide an outlet for certain key children.	£1000	PE lead from another school in trust came over to teach some of the children some games to play at lunchtime and playtime as impact from COVID. Sensory circuits are taking place for children who will benefit from this, use of Thrive to support with this.	Active Sports coach to come in and support/ take small groups of children to help with behaviour/provide an outlet for certain key children. School are going to look at setting up own sensory circuits and need to ensure we have the equipment to fulfil this.
Purchase 'Get Set 4 P.E' for the new academic year.	P.E scheme in place for the new academic year.	£280 for the year £700 for 3 years	Get Set for PE is timetabled in to ensure coverage of all areas for all year groups. Get Set for PE has now been embedded (2 nd year). Monitoring has taken place.	Monitoring to continue next year of PE lessons across all year groups. To ensure Rainbow room are also having physical development even though they are not following scheme.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£2600 - 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:
To ensure teaching and learning in all areas of PE is at least good.	CPD for PE lead and for other members of staff as required (or cascaded from PE lead).	£1,000	Equipment bought so that staff can deliver high quality lessons. Network meeting attended by lead	Look into more training for staff on different areas of Get set 4 PE. PE lead to attend training and feedback to rest of the staff. Opportunities to go and see good practice in other schools. Opportunities for lead to attend network meetings within the trust.
Life Education visit to the school which allows for all children to access the experience and look at and understand ways to keep their bodies healthy as well as learning about their body.	School to book a visit for the autumn or spring term.	£1,000	Life Education visit in December 2021 for all year groups- links to PSHCE.	Children enjoyed Life Education visit. Beneficial and allowed discussion on staying healthy. To be booked again for 2022-2023.
Take part in a range of national sports events throughout the year to develop the children's love of P.E/ try out new activities.	National sports week Sports day Comic relief Sports event Race for Life event	No cost	All events planned in the school calendar for 2022.	See Above

Improve the opportunities available to the children through 'Forest School' at the park.	All EYFS and KS1 to have sessions at the park for 'Forest Friday' or 'Muddy Monday' and resources purchased to allow children to enjoy these sessions.	£600	Due to covid there has not been opportunities for this but we have used the money for resources.	Look at providing these opportunities for children in EYFS and KS1.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1350 - 7%
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:
InMAT inter school sports competitions, allowing children to participate and share sporting experiences with children of the same age.	Transport cost	Minibus £450 per event (x3 events) £1350	Due to Covid and restrictions this has not been able to take place for this academic year.	Look for ways to provide opportunities for children to participate in competitive sports within KS1.

Total spent: £19230 - £970 over spend from the previous year

Signed off by	
Head Teacher:	S. Powell
Date:	20-07-2021
Subject Leader:	
Date:	
Governor:	
Date:	