

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:

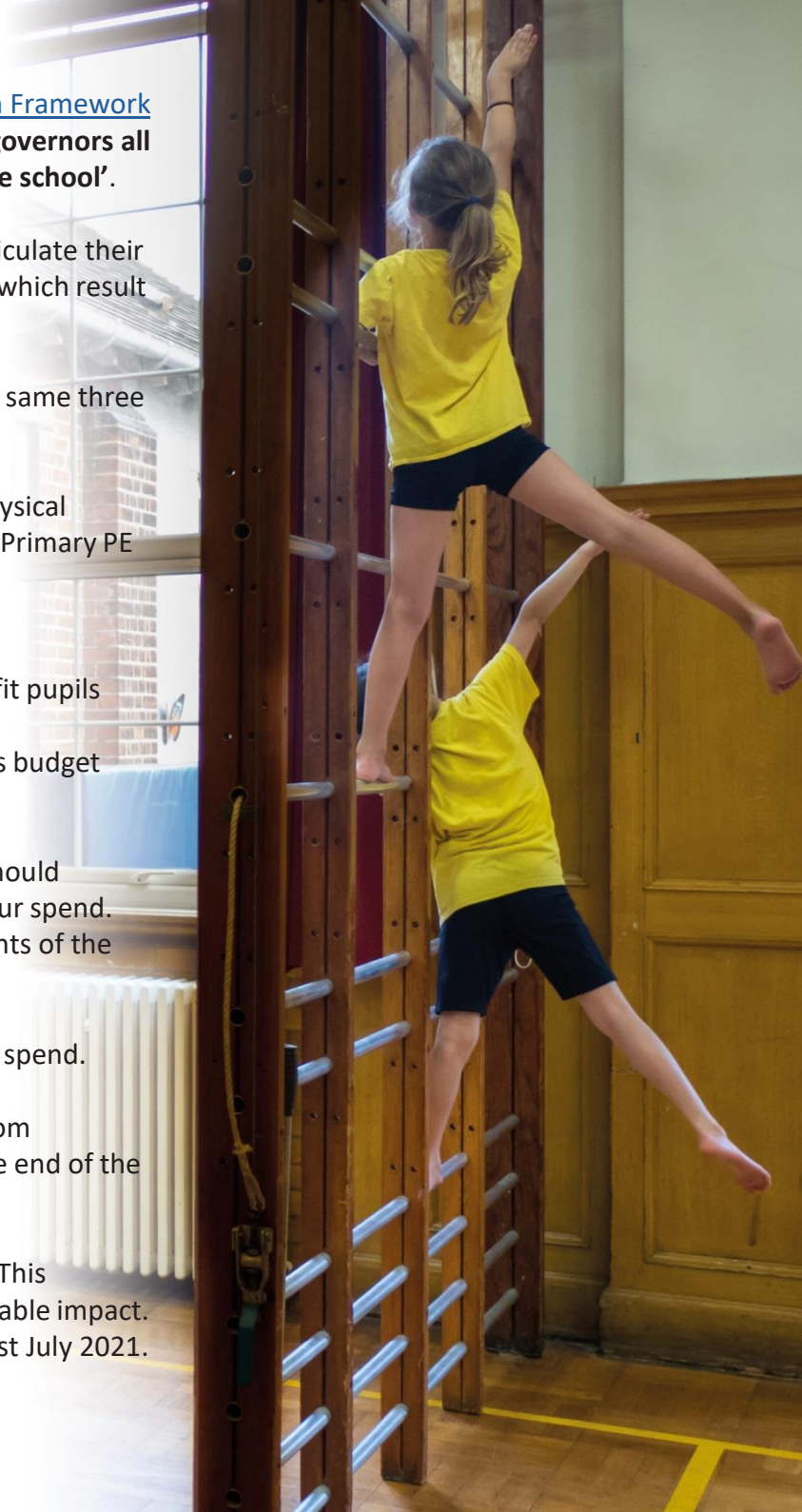
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

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"> • Adjustments made to the learning of some pupils during the pandemic to allow for remote learning. • Continuation (where permissible) of KS2 swimming programme. • Continuation during pandemic of onsite learning to vulnerable pupils with high regard for health measures. 	<ul style="list-style-type: none"> • Ongoing support for both physical and mental wellbeing has to be priority for the academy moving forward. • Continue to highlight the importance of physical activity both in and out of the school environment whilst remaining safe. • Increased activity within competitive sport.

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

Total amount carried forward from 2019/2020 £.....
+ Total amount for this academic year 2020/2021 £.....
= Total to be spent by 31st July 2021 **£16240**

<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>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>	75%
<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>	88%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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

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: £16240		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:
					44%
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?:	
<p>Increased amount of physical activity offered in 'non-lesson' times.</p> <p>Impact on pupils allows for greater activity levels which can lead to healthier, more active lifestyles of young people.</p> <p>Increased choice of activities in PE and Sport sessions.</p>	<p>Pupils are provided with sporting activities in break and lunch times. Totalling over 1 hour per day. This is in addition to 3 hours' core PE pupils take part in per week. Additional physical activity time at the end of the school day.</p> <p>Increase in available equipment for a variety of sports and PE kit for pupils. This is ongoing and consistent due to wear and tear of equipment.</p> <p>Purchase of PE kit for vulnerable or deprived pupils to allow for hygiene protocols to be observed.</p> <p>Upgrades to fitness facilities .</p>		£7000	<p>PE curriculum is enabled to be broad and balanced to offer lifelong participation.</p> <p>Pupils are provided with an array of PE kit and equipment.</p> <p>Timetabling allows for continued physical activity in non-lesson times.</p> <p>KS2 staff are empowered to use equipment.</p> <p>Sports spaces are more welcoming and safer for pupils.</p>	
			Sustainability and suggested next steps:		
			Continuation of investment into new and exciting equipment for pupil engagement.		
			Providing external visits where possible to provide pupils with experiences beyond the classroom or field.		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16%
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>PE within the school is prioritised and many pupils enjoy sport. The focus is to emphasise how PE and sport can provide pupils with positive social and life skills.</p> <p>The school is the Youth Sport Trust Lead Inclusion School for the area of Nottinghamshire. This should allow for the school's pupils to gain access to even more specialist PE support.</p> <p>PE to be a key driver in the schools improvement plan.</p>	<p>Materials are purchased to create displays, highlighting the key facts regarding activity and its benefits.</p> <p>Pupils to continue to be exposed to as many sporting opportunities as possible (inside and outside of school).</p> <p>Updated displays for sports areas of school.</p> <p>Sports day materials purchased to enhance 'buy-in' from pupils and staff.</p>	£2500	<p>There has been a continued decrease in notable behavioural issues in PE and sport sessions over time. This is evidenced by in school incident reports and points system.</p> <p>Increased interest in sport and PE outside of learning sessions. They are by far the most popular choices in school.</p> <p>Post lockdown 'fun and fitness' sessions.</p> <p>Increased selection in BTEC sport at Y10.</p> <p>YST Lead Inclusion School status</p>	<p>Continued tweaking to the curriculum and its balance between engagement and learning.</p> <p>Exposure to knowledge for pupils from trained sports leaders particularly in KS2.</p> <p>Leadership courses and opportunities through funding and continued work with YST.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
For more non specialist staff to feel empowered to lead sporting activities, at breaks and lunchtimes for example.	Enhanced CPD offer from YST contacts and Head of Department. Learning observations done by head of PE including feedback to enhance pedagogical knowledge of non PE specialists. Additional training for unqualified PE staff.	£500	More staff to deliver sports sessions. Pupils feel more confident in discussing sport and physical activity with non-specialist staff. More staff to provide knowledge in areas of weakness so that pupils can remain confident in sport and health.	Staff to continue to be upskilled in areas of weak knowledge. CPD offers through YST work.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
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 provide pupils with as many sporting activities as possible to provide life-long learning and improved participation.	<p>Ongoing need to buy equipment and materials which allow for the PE staff to engage pupils with a wide variety of sports and to keep up to date with current sporting changes/expectations.</p> <p>Specialist external coaching sessions in a range of sports, offsite due to space/ equipment restrictions within the school setting.</p> <p>External experiences of outdoor education to provide both health knowledge but also, life skills.</p>	£4000	<p>Continued improvement of equipment within the school setting to allow for better physical education teaching.</p> <p>Pupil feedback on outdoor educational visits is overwhelmingly positive and they suggest it creates learning 'beyond the classroom'.</p> <p>External visits, where possible, have been overwhelmingly positive.</p>	<p>Continuation of external visits to allow for broader understanding of physical activity.</p> <p>Continuation to update and improve facilities and equipment.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
The academy provides competitive sport sessions as often as possible for pupils. Due to the school's nature, The focus is on improving the social abilities of the pupils to allow for safe and confident transition to sport outside the establishment. To begin to re-explore opportunities in competing against other schools post Covid.	Rewards for pupils who take part in competitive sport outside of school in the way of sports equipment or kit. Purchase of Sports kit for external matches. Cover additional time spent by staff beyond expected workload to provide competitive sports sessions.	£2000	Pupils to take part in competitive sport within school and externally. This is a huge step for the school and its pupils to integrate well with other young people. Pupils with additional needs will begin to integrate with others more successfully and reduce anxiety in such circumstances.	Continue to reward pupils for sustained competitive, physical activity. Continue to offer advice and guidance on clubs in the local area. Continue to explore opportunities for inter and intra competition through YST, SGO and Trust links.

Signed off by	
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Date:	26/7/21
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Date:	23/7/21
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Date:	26/7/21