Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 of July 2021. To see an example of how to complete the table please click HERE.

Created by:

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:
-Before the COVID19 outbreak we had achieved a range of things in regards to each KPI the first one we continued with regular staff CPD. Before Feb half term we had completed 4 of our termly CPD sessions with staff. Followed by check ins with individual staff regarding their class topics and planning. -Staff continued throughout the pandemic to receive regular planning in regards to COVID space lessons. -Before Feb half term, we had completed 3 Abbeyfield Active Days covering 3 new sports the children had never done before. -Each half term before February, we had completed one after-school club plus lunch time provision. -Attend 3 virtually competitions by July 2020 that all children attended virtually. -Achieved a new PE Curriculum map in which has been rolled out this year.	-Y6 sport leadership had be completed however, due to COVID was not able to be pursued therefore, this year a new focus on starting that again. -Increase more staff CPD and ensure all PE quality is high. -Network with additional organisations that have not be completed before.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?
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: £ N/A**	**Date Updated: June 2021**	
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 do 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 2020.	32%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	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:** £19,670	**Date Updated: June 2021**		
Key indicator 1: The engagement of all 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: 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:
-All children to receive a minimum of 2 hours of PE per week -Each child to receive high quality PE teaching through a range of different PE topics -Their knowledge to be extended further to additional and new PE topics specially: Balance Bikes for EYFS, OAA and Orienteering for KS1/KS2 -All students to be regular assessed to maintain and challenge them were required	-Develop and followed by an announcement of the new ABBEYFIELD PE journey booklet with the new curriculum map (including the 3 I's) in September 2020 (including new Curriculum Map, Skill Progression Map, and assessment tools for EYFS/KS1 and KS2). -Equipment audited and bought where required to support the new curriculum -STAFF meetings and CPD with the PE Coordinator and additional coaches to improve and maintain high level PE lessons -PE Coordinator to work alongside staff (1 term for each member of staff) to provide 1 to 1 shadowing and team teaching	£430 (PE Coordinator) £500 (Equipment) £430 (PE Coordinator)	-Each student has received 2 hours as a minimum ever week (1 outside and 1 inside). -Students have received age-appropriate subjects with additional ones that they have never covered for (focusing on additional specific topics) -ASSESSMENT DATA: -Each member of staff and class has received specialist coaching/team-teaching from the PE Coordinator for a full half term (certain half terms this was	-Curriculum evaluation from teachers and students -Continue to compare 2020-2021 assessment data to 2021-2022 assessment data -Evaluate the assessment tool -Include more student self-assessment tools into the PE Curriculum Journey

-Provide opportunities to participate in external and internal events	-Develop a PE afternoon each half-term/termly that is dedicated to sport for the entire school to participate in until we can revert to full Abbeyfield Active Days once COVID restrictions have been relaxed -Develop an annual plan with opportunities provided by Arches SSP (can we look at 2 members of staff covering external ones)	£1000 (Abbeyfield Active Afternoons) £215 (payment for Arches SSP Package)	doubled up for a day to catch up with the potential terms that was missed due to the January lockdown).	-Once COVID19 restrictions are relaxed, refer to the original plan of organising external coaching and sports for Abbeyfield Active Days
-All children to have 60 minutes of exercise everyday (additional on the days of their PE lessons): organised sport clubs, lunch clubs, Sport leadership, class active 15 minutes	-PE coordinator to continue with half term sport clubs -Daily Mile project covering all students (3x a week, additional to PE-on-PE days) -Develop opportunities where school hosts more intra-competitions for all year groups	£430 (PE Coordinator)	-PE Coordinator worked with all year's groups including their main teacher through team teach (some days it has been doubled up to catch up on terms that have been missed due to COVID) -Home Newsletters been sent home with additional challenges (in line with after-school club activities) for children to complete and discuss back in school while ASC's could not be conducted due to COVID -5 themed weeks completed throughout the year (Abbeyfield Active Weeks) instead of Abbeyfield Active Days due to COVID19 -All children completing Daily Mile twice a week	-Keep home learning resources available to ensure if any lockdowns reoccur, they are available. But also, utilise these in the future for any child who is off school for a long period of time. -Make a new Arches Event calendar for when events restart -HT after-school clubs to resume (2 per week) -External events to resume as-well -Resume Abbeyfield Active Days (12 days in total in the year, like 2019-2020 data)
-Children to continue and improve on their swimming competence/confidence.	-Y4 to attend as a whole class a block of swimming lessons		-Y4?	-Investigate providing an additional block of

				swimming lessons for the lower abilities
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 50%
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:
-Adopt PE as a tool for self-confidence in skills and to explore additional opportunities independently.	-Attend the PE conference to network with external providers and gain additional knowledge -Evaluate the implementation of the PE journey booklet to identify successes and areas of improvements -Ensure at the start of ever half term there are schemes of work as examples for each PE topic for teacher's CPD -Highlight student's PE achievements throughout the half	£1290 (PE Coordinator)	-Due to COVID19, the PE Conference was moved onto a virtual platform. However, this continued to allow a range of different organisations to be worked with plus implement into school. -During COVID19, we have continued our involvement with external organisations that we usually working alongside. Due to COVID we have adapted this to virtual challenges on external organisations platforms. -We have had 58% of our children take part in virtual challenges with 100% of our keywork/vulnerable children in school participating in all lockdown challenges. -Class teachers continued to highlight PE success through	-Attend the PE Conference in person if restrictions allow -Rearrange all external coaches and organisations for the new academic year -Revamp the school's orienteering map and research into a new orienteering scheme of work for both KS1 and KS2 children.

-Develop healthy competition to reduce behavioural issues across the whole of school. -Abbeyfield Active Days (exploring new sports and additional opportunities that are extra to the PE Curriculum). -Forest Schools	terms followed by newsletters -Ensure Physical Literacy is transferred through-out the PE journey and ensure it is recapped throughout later Key Stages through skill audits and student assessments -Implement and increase the number of inter-competitions in PE lessons. Explore and integrate learning around competition into PE lessons. -Work with lunch-time supervisors to organise a specific rota of lunch time activities plus football (including a year rota). -Due to COVID19 the original Abbeyfield Active Days had to be delayed and adapted. -Develop Abbeyfield Active Afternoons instead which consist of a half term themed week where teachers conduct 2 lessons linked to a new sport theme that is not covered on the curriculum -Continue to network with external organisations in preparation post COVID19 -Continue to embed our school's different sport values to improve behaviour across the whole school (especially with lunch-time provision i.e., football) -Continue to maintain the forest	£500 (Equipment) £1000 (Abbeyfield Active Afternoons) £3500 (Forest	their class online pages -Equipment this year has been audited and children have had an excellent start to PE again with new equipment (plus, support the continuation of PE through additional equipment to avoid sharing to remain in lines with COVID safety regulations) -Due to the COVID19 outbreak, we adapted our usually 2 full days of Abbeyfield Active Days to themed weeks with active afternoons due to being unable to reach all children to provide equal opportunities and to avoid additional visitors. -All children within school have participated in an athletics week which was themed in line with a School Hall Athletics competition. Followed by a themed Skipping week from Skipping School. -Throughout this school year including lockdowns, Forest Schools has remained throughout. -Our students with SEND have daily sessions with trained and new trained staff (2 newly trained members of staff) within the forest schools each week. Which we have seen behaviour improve	-Continue with highlighting student achievements but alter to celebration assemblies alongside, on their class pages -Re-audit all equipment and discuss each class keeping their own set of equipment for additional active breaks post COVID -Research into external organisations (ones already known to but also new ones) -Specially looking at outdoor provision such as OAA -Continue to book 12 days through-out the year instead of 6 -Continue with themed weeks to increase the level of physical activity even more through-out the year (but link in with the annual year of external competitions) -Discuss and research into developing a sport leadership programme of

-Outdoor Equipment and Provision	schools -Increase on staff training to ensure more children can access it with the right amount of trained staff -Research and purchase new outdoor gym equipment -Implement a fitness/gym scheme of work within PE lessons -Develop a lunchtime rota for each year to access it throughout the week.	Schools maintenance and training) £3575 (equipment)	both outside within break times but also, within the classroom from a concentration point of view. -This year, the forest school has also helped to maintained safe regulations within PE through lockdowns which we have seen all our in school key worker/vulnerable children have between 2-3 sessions each week.	older students who could benefit and support staff in doing forest schools for the younger students

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and 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:
-Students to receive continuous high-quality PE lessons through staff highlighting where improvements are required through Staff Competence Audits	-Continue to compare and gather data from the staff audit -Individuals who are more confident to team up with those who are less confident (sharing knowledge and expertise's)	£430 (PE Coordinator)	-Students have been receiving more tailored specific progressions for their abilities with a range of different activities -Staff have become more confident within the audit data about the new sports and adaptations they can provide for their students	-Continue to compare and gather data from the staff audit
-Network and continue to provide CPD opportunities with a high focus on onsite twilight sessions	-Network with external organisations to organise additional coaches across the entire school -Up to date opportunities from Arches SSP to be sent per half term to teachers and support staff -Increase EYFS and KS1 provision for this	£1000 (External Organisation provision) £215 (Arches SSP Package)	-Students are being more formally and informally assessed in lines with the new assessment tools	-Explore additional resources from NGB's so staff are getting the most recent up to date information -Network with external organisations to organise additional coaches across the entire school -Continue to plan for the delayed project for staff improvement
-Create an up-to-date PE timetable that is altered each half-term with the PE Coordinator	-Teachers and members of staff to team teach with PE coordinator and additional coaches -Ensuring each year group to have at least 2 terms as a minimum (PE Coordinator to double up on days to cover any terms that have been missed due to COVID)	£430 (PE Coordinator)	-All teachers received 1 full half term with the PE Coordinator either shadowing or team teach	

-CPD around the NEW PE curriculum journey booklet	-Provide an annual training staff CPD on the new PE Curriculum followed by half term CPD sessions on the first Wednesday of each half term with PE Coordinator and PE lead	£430 (PE Coordinator)	-Plans were in place for an external project to start in line with staff confidence across the whole school however this has been delayed due to COVID. Instead, the following were adapted: -PE Coordinator and Lead continued to provide check ins with teachers each half term (looking at CPD meetings instead of full staff ones) -Staff had tailored and COVID19 related resources provided each half term for their PE lessons (which they worked alongside the PE Coordinator to continue to improve their knowledge) -Resources were continued through lockdowns	-Explore additional resources from NGB's so staff are getting the most recent up to date information -Network with external organisations to organise additional coaches across the entire school -Continue to plan for the delayed project for staff improvement
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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:
-All students to be physically literate alongside, competent by the end of the year in fundamentals.	-The start of the NEW PE Curriculum is focused towards fundamentals, and all year groups have either a full term or a starter into fundamentals that are age appropriate.	£430 (PE Coordinator)	-FS2 and KS1, children's agility, balance and coordination has improved which has been seen in lunchtime and break time provision. Children becoming more confident to play in different terrains and with different sport equipment due to their	-Continue with the traditional start of fundamentals for FS2 however, introduce structured play by teachers with PE equipment more regular.

			improvement of their fundamentals. -KS2, especially lower KS1 there has been an immense improvement in the transfer of fundamentals into sport specific topics. Students have becoming more consistent with their transfer of skills.	-Increase the level of sport specific end topic tournaments for upper KS1. -Start a school PE Newsletter to promote achievement and healthy competition to continue to increase student participation
-All classes have 2 lessons per week followed by, a termly rota around each class having the PE Coordinator for one half term as a minimum.	-The PE rota to be complete half term in advance. Followed by planning sent out at the end of each half term. In order for the half term checks ins to be completed for staff to go over their planning with the PE Coordinator.	£430 (PE Coordinator)	-Each class has had the PE Coordinator for one half term. Working on specific topics plus, a range of different sports through different approaches due to the COVID19 return.	-Continue with the PE rota that is organised each half-term to allow for each year group to work with the PE coordinator for one half term
-Students to be assessed appropriately through the NEW PE Curriculum followed, developing their skills deeper through appropriate progressions. -Staff to provide with half term check ins around their PE planning and CPD additional support.	-Through the NEW PE Curriculum, children to be pre and post assessed in line with their specific topic. -Each lesson has a set structure of progressions and regressions. -All classes to have the PE Coordinator for one half term as a minimum (in school or virtually).	£430 (PE Coordinator)	-Staff have observed student's progress further from basic skills into complexed ones with confidence. Student's physical literacy has increased which has seen more Y2s confidently move up and ready for KS2 PE.	-PE Coordinator and PE lead to attend additional CPDs etc. to provide staff with resources and up to date information. -Return to completing half term PE CPD sessions.
-Complete 12 Abbeyfield Active Days through external organisations and companies. All children to have the opportunity to experience 6 additional different sports that are not on the curriculum.	-Due to the pandemic the Abbeyfield Active Days altered slightly too internal intra-school Abbeyfield Active Afternoons. -So the PE Coordinator to complete a year calendar of specific weeks whereby teachers complete a different sport to provide children with the consistent intention to provide a range of experiences.		-There has been 410 children complete between 3-5 different active afternoons through-out the year. -In total 5 different Active Afternoons have been achieved through-out this year. -Students have become more accepting of PE routine again after the start of the pandemic and returned to feeling comfortable with doing PE and school sport.	-As restrictions begin to relax, revisit the different external organisations for additional competitions. -Redesign a NEW Arches competition calendar.

Additional targets to achieve: -2 lunch time clubs ever week through-out the year -3 half terms of KS1 After-school Clubs with the PE Coordinator -3 half terms of KS2 After-school clubs with the PE Coordinator -6 Additional after-school clubs -10 Inter-school competitions (competitions within school) -20 external competitions and festivals through-out the year -6 staff CPD sessions -12 Abbeyfield Active Days -8 curriculum bookings from external specialists	-Due to the pandemic these targets changed slightly to the following: -2 lunch time clubs ever week through-out the year -2 half terms of KS1 After-school Clubs with the PE Coordinator -2 half terms of KS2 After-school clubs with the PE Coordinator -8 Inter-school competitions (competitions within school) -4 virtual competitions -Staff Checks in termly -6 Abbeyfield Active Afternoons		-2 lunch time clubs ever week through-out the year -1 half terms of KS1 After-school Clubs with the PE Coordinator -3 half terms of KS2 After-school clubs with the PE Coordinator -6 Inter-school competitions (competitions within school) -4 virtual competitions -Staff Checks in termly -6 Abbeyfield Active Afternoons	Restart the intended targets from 2019-2020/2020-2021: Additional targets to achieve: -2 lunch time clubs ever week through-out the year -3 half terms of KS1 After-school Clubs with the PE Coordinator -3 half terms of KS2 After-school clubs with the PE Coordinator -6 Additional after-school clubs -10 Inter-school competitions (competitions within school) -20 external competitions and festivals through-out the year -6 staff CPD sessions -12 Abbeyfield Active Days -8 curriculum bookings from external specialists

Key indicator 5: Increased participation in competitive sport				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:
-All children to become more aware of their behaviours and understand the principle of winning and losing. -Increase individual self-esteem and confidence within PE lesson competitions to then transfer into higher pressurised environments within competitions	-Incorporate through the NEW PE Curriculum regular opportunities for students to experience different environments that lead to either a winning or loosing outcome through disguised learning. -Through the NEW PE curriculum, link the lesson content to sport events that are happening that term	£430 (Arches Coordinator) £1,500 (Resilience and Behaviour PE Programme) £430 (PE Coordinator)	-The element of disguised learning that has been utilised though-out the whole school within PE lessons, has seen an impact on children becoming more internally aware of their behaviour. Children have become more accepting of losing or winning with reduce moments of negative behaviour because they could not process loosing. -There has also been an impact from this on the school yard within lunch times, which has seen by lunch-time supervisors. The older children are positively interacting with one another more within a football context. -High Pressurised environments have unfortunately not been running this year, therefore we altered this element to the virtual competitions. Firstly, children have become more confident from	-Continue with the disguised learning of healthy competition but, continue to increase the conditions in order to increase the level of pressure within a winning/loosing situation. -Incorporate Sport Education roles/leadership roles for those children who just don't engage in PE however through the cross curricular links of Sport Education Roles, they can become engaged through an adapted approach. -2 new lunch time activities -Restart lunch time football skill club (Y6 invite only).

-Older students to become more confident and involved in leading activities and inter-school competitions for the rest of the school. -All students to have regular inter-school competitions. -Tailored opportunities for children with The Den, specifically improving on their individual physical literacy and confidence. -Research into external opportunities and into cheaper transport for all children to have equal opportunities to access all sport and PE opportunities.	-Conduct Y6 sport leader training followed by working alongside the PE Coordinator on specific ideas for competitions. -Utilise the competitions that Arches provide through-out the year and organised by the PE Coordinator -Participate in virtual events and sport competitions -Organise specialist coaches to attend school to provide students extra opportunities to increase their sporting competence.	£215 (Arches Package) £430 (Arches Coordinator)	what they have learnt in the linked PE topics to the virtual competitions, up to 400 of our children have taken part in the virtual competitions.	-Now the NEW curriculum has been running for a year, firstly reflect on the link between it and tournaments. Followed by, introducing a NEW school house competition system (that is being trailed in summer term 2). So, more competition is introduced in to the year alongside external competitions when they restart. -New data to be collected for the upcoming year to compare on external competitions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	