Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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 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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

Created by: association for Physical Education · Active Partnerships · YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED · UK COACHING · UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,171.00
Total amount allocated for 2021/22	£19,160.00 Total being £26,331.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27207.44 +£4,100 allocated out of school budget for the climbing wall.

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. **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**	We have no swimming data due to covid-19 and the national lockdown in March 2020
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. Please see note above	We have no swimming data due to covid-19 and the national lockdown in March 2020
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	We have no swimming data due to covid-19 and the national lockdown in March 2020

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	We have no swimming data due to covid-19 and the national lockdown in March 2020
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: 2020/21	**Total fund allocated:**	**Date Updated:**		
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: 21%
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 -All students to be regular assessed to maintain and challenge them were required	-Purchasing of a new PE curriculum Get Set for PE -Staff training on the new curriculum -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 -Additional equipment purchased to support the new PE curriculum	£1,375.00 £3966.70	Each student has received 2 hours as a minimum ever week (1 outside and 1 inside). . -ASSESSMENT DATA:	Continue to support staff with CPD on the new curriculum and skills. CPD for new staff Staff audit of skills and confidence to inform future Audit resources again for the next academic year to ensure that all classes have what they need for lessons Audit of EYFS provision and look at ways that developing physical development Continue to compare 2021-2022 assessment data to 2022-2023 assessment data Evaluate the assessment tool

-Provide opportunities to participate in external and internal events -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 -Children to continue and improve on their swimming competence/confidence.	-Children to attend events where possible organised by Arches -Establish Active days when possible (as outlined in key indicator 2) -TA running after school sports club every wednesday -Daily Mile project covering all students (3x a week, additional to PE-on-PE days) Y4 to attend as a whole class a block of swimming lessons	£10.39 an hr for 21 weeks £218.19	2 active days organised for all children in school to be involved in. -All children completing Daily Mile twice a week -Y4 have attended all swimming sessions	Include more student self-assessment tools More participation in events next year. Plan events alongside Arches calendar to ensure that this happens Further development of after school sporting opportunities

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 Part of 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 -Ensure CPD for all staff to be able to confidently teach the new PE curriculum	Part of arches package £920	Attendance at the conference in October 2021	Attend the PE conference in the next academic year and Continue to develop CDP opportunities for staff

-Abbeyfield Active Days (exploring new sports and additional opportunities that are extra to the PE Curriculum)	-Continue to embed our school's different sport values to improve behaviour across the whole school (especially with lunch-time provision i.e., football)	£800	All children in school participated in the active days and enjoyed the opportunities to engage in new activities Good daily attendance at the afterschool sports club with a waiting list of additional children wanting to attend.	Research into external organisations (ones already known to but also new ones) Specially looking at outdoor provision such as OAA and climbing walls Continue to book 12 active days
-Outdoor Equipment and Provision	-Purchase a new Trim Trail for KS1 -Purchase new playground boxes for every class with equipment in that encourage physical exercise and social interactions -Purchase and install a climbing wall. (this was funded out of school budget) -Purchase CPD for Mid-day Supervisors to support physical activities at lunchtime -Purchase additional outdoor equipment for the EYSF to promote physical activities (new bikes and trikes, balance stepping stones, climbing nests)	£11,995 For Trim trail with remainder out of school budget £1,960.05 playground equipment £37.80 £672.20	Better provision at playtimes and lunchtimes for all children. Children more active and playing co-operatively. Less playtime fallout due to the improved provision MDS are engaging with children more and able to help support and initiate activities. Improved physical provision in the EYFS with an increase of activities and opportunities	Audit of resources and equipment Look at replacing the KS2 trim trail Access to climbing wall centres to enhance the use of the climbing wall in school Further training for MDS

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			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:

-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)		-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 -Students are being more formally and informally assessed in lines with the new assessment tools	Audit of staff confidence and skills Children's questionnaire about PE provision and activities during the day to improve opportunities Network with external organisations to organise additional coaches across the entire school
Purchase a new PE curriculum	Purchasing of a new PE curriculum Get Set for PE	£1,375.00	-Clear progression of skills being developed throughout school which now gives opportunities for sports not previously covered such as boccia, seated volleyball, golf and volleyball as well as providing better coverage of skills for FS2 and also a scheme for FS1 to follow. This addition for the EYFS has increased the importance of PE and provided more opportunities for physical development within the EYFS	Review the PE timetables and adapt as appropriate. Provide more PE opportunities for EYFS
-Network and continue to provide CPD opportunities with a high focus on onsite twilight sessions	CPD provided has improved teachers confidence in teaching PE and a range of sports.		All teachers received 1 full half term with the PE Coordinator either shadowing or team teach	
-Create an up-to-date PE timetable that is altered each half-term with the PE Coordinator	PE timetable ensures that all children in KS1 and KS2 are			

	accessing two hours of PE a week and also developing skills from previous years and a range of sporting activities			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: -All students to be physically literate alongside, competent by the end of the year in fundamentals. -Students to be assessed appropriately through the 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. -Learn about the commonwealth games, countries involved and different sporting events	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. 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 CPD Children have the opportunity to learn about the Commonwealth games, sporting activities completed and about the countries taking part		FS2 and KS1, children's agility, balance and coordination has continued to improve 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 improvement of their fundamentals. 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. Children have an understanding about the Commonwealth Games,	Continue to develop the teaching of fundamentals in the EYFS and KS1 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 Continue to monitor and develop the assessment of PE in lessons Look at sporting events that are due to happen in 2022 – 2023 and look at how they can be incorporated into the curriculum.

-Learn about Women's Euro football and the countries taking part -Holding KS2 sports day at the EIS will allow the children to access sporting activities they would not have the chance to at school	Children have the opportunity to follow the Women's Euros, the players and the countries taking part. Linked with the Commonwealth Games the children are given a country to complete for and take part in sporting activities at the EIS and participate as a team.		the sporting activities taking place and have had the opportunity to represent a country at our own sports day Children have an understanding of the Women's Euros and some children were able to attend one of the matches due to tickets donated to the school. Improved engagement of all children at sports day, with all children being involved for a longer period of time and working collaboratively as a team.	Further develop sports day and use the EIS again next year. Develop the EYFS and KS1 sports day as part of the arches package for 2022 - 2023
-Forest Schools	Continue to maintain the forest schools -Increase on staff training to ensure more children can access it with the right amount of trained staff	£3,650.00	More children have been able to access Forest School and support children's SEMH as well as self-confidence and self-esteem.	Further training for more staff members. Continue to develop the Forest School provision

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 6 %
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 -KS2 sports day at the Institute of sport to be able to compete in different sports competitively and to do this in an professional venue -All students to have regular inter-school competitions. -Research into external opportunities and into cheaper transport for all children to have equal opportunities to access all sport and PE opportunities.	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 PE curriculum, link the lesson content to sport events that are happening that term Book the EIS for KS2 sports day to allow children to access a different sporting arena and work as a team based on the commonwealth games Attend events set up across the trust and through Arches Use of the school minibus to attend events with no cost to the children	£1612.50	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. Improved engagement of all children at sports day, with all children being involved for a longer period of time and working collaboratively as a team. Due to ongoing issues with covid 19 we were not able to attend as many as we would have normally attended. We did competitions within school. A group of SEND children joined an Boccia competition in the autumn term. They loved experiencing a new sport	Increase the provision of lunch and after school sporting activities Further develop sports day and use the EIS again next year. Develop the EYFS and KS1 sports day as part of the arches package for 2022 - 2023 Better engagement in sporting competitions and events for 2022-2023 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:	