

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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 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:
<p>Equipment has been purchased to ensure more PE lessons can take place at the same time which is necessary as the school grows.</p> <p>PE progression grid is now in place.</p> <p>Sports tournaments developed across the academy for year groups who previously didn't have many to increase participation in competitive sport. Although cancelled due to Covid-19.</p>	<p>To develop and monitor the impact of the new PE progression grid and planning.</p> <p>To further promote physical exercise during lunch and playtime.</p>

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

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?:

<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.</p>	<p>Due to school closures in March 2020 and continues disruption to schooling in 2020-2021, this cohort had limited access to swimming and comprehensive assessments were not fully completed.</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>%</p> <p>Covid-19 prevented swimming from fully taking place.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p> <p>Covid-19 prevented swimming from fully taking place.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>Covid-19 prevented swimming from fully taking place.</p>
<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>	<p>No</p> <p>We wanted to provide the cohort with extra booster swimming lessons but due to government restrictions and guidelines we were unable to provide this in 2020-2021.</p>

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: £18350		Date Updated: October 2020	
<p>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</p>					<p>Percentage of total allocation: 28%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>To increase activity levels during break and lunchtimes.</p> <p>To ensure that there are opportunities for 30:30 agenda built in throughout the day.</p> <p>To restart after school clubs to offer a wide range of sports for all year groups.</p>	<p>Create year group bubble activity boxes. This will contain equipment/activities that can be used during playtimes and lunchtimes.</p> <p>To create daily targets for the KS1 classes to hit each day/week.</p> <p>To discuss with pupils the after school clubs they would like and plan to have a variety of after school clubs available for different key stages across the year.</p>		<p>£5196.00</p>	<p>Every year group was able to be active and lunch and playtimes using the equipment given</p> <p>All KS1 classes were able to complete 3 movement breaks throughout the day consistently.</p> <p>We were unable to restart mixed bubble/year group after school clubs due to continuing restrictions.</p>	
<p>To purchase and develop outdoor provision for the whole school as we restart mixed break and lunchtimes.</p> <p>To get morning club (with activities) and after school clubs up and running again to increase the amount of time the children are active. Invite local clubs from the area to display leaflets and join assemblies.</p> <p>Ensure all classes use Supermovers, go noodle or other movement breaks throughout the day to ensure that they are being active in the classroom.</p> <p>Restart after school clubs as soon as possible and identify which clubs children would like.</p>					

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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 increase awareness of sporting international sporting events.	<p>To hold regular assemblies to raise the profile including inviting guest speakers from local clubs and teams.</p> <p>To introduce the children to the European Football tournament through assemblies. Each class to have a wall chart to record the results.</p> <p>To introduce the children the Olympics and Paralympics. To undertake an Olympic week where children will learn about Olympics in class, complete a mini Olympics in year groups and be introduced to a new sport.</p> <p>During sports week each class completed the daily 1km.</p>		<p>Assemblies were unable to take place due to restrictions. Some virtual assemblies were held, such as meeting a Paralympian.</p> <p>The children were fully immersed in the Euros day and supporting their national team.</p> <p>Many children reported the enjoyed it and wanted to continue after the Olympic week. Children could see their own progress as the week continued.</p>	<p>To restart school assemblies and organise speakers to come</p> <p>To look at future national and international sporting events that are coming up and plan how these can be used effectively to raise the profile of sport in school. (EG the winter Olympics)</p> <p>Meet with staff and discuss feasibility of continuing this (daily, weekly, one week per term?)</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57%
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 improve the planning available for teachers to support their teaching of high quality PE lessons	To buy into the Twinkl Premium membership to allow teachers to access year group specific planning	£120 (part of subscription as used for other subjects)	Impact was not felt fully as lessons had to be adapted and changed due to Covid 19 risk assessments.	To monitor the impact of the planning and progression grids through lesson observations and pupil voice in 2021 – 2022.
To ensure that the progression grid is closely followed so that staff and children become aware of the expectations of each P.E area in each year group.	Lesson observations and pupil voice.		Unable to complete lesson observations and pupil voice due to Covid 19 risk assessments.	
To ensure that all staff are accessing general CPD or having opportunities to work with Mr Bainbridge to develop the confidence, knowledge and skills in PE.	Each class will have timetabled sessions with Mr Bainbridge to provide CPD and support subject development for teaching staff.	£10,391	A limited number of staff were able to access sessions due to lockdown and classes being bubbled and staff allocated to bubbles. Impact was not felt fully as lessons had to be adapted and staffing revised due to Covid 19 risk assessments.	To identify staffs' strengths and areas for develop. Ensure Mr Bainbridge is deployed effectively to work with staff to support their confidence, knowledge and skills in PE in areas that require development.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>To ensure that we continue to widen the sports and physical activities on offer to pupils.</p> <p>To organise a school wide Taekwondo taster day.</p> <p>To increase awareness of sporting international sporting events.</p>	<p>During Olympic week each class will be given a Taekwondo taster session which links to a local club.</p> <p>Each class will be introduced to a new sport during Olympic week.</p>		<p>This was unable to take place due to Covid 19.</p> <p>Through pupil feedback it was clear the children enjoyed the new sports they learnt and many classes then used this equipment as part of their playtime/lunchtime bubble equipment.</p>	<p>To ensure that we continue to widen the sports and physical activities on offer to pupils through experiences both in and out of school.</p> <p>To get the children's opinion on new sports that they would like to try through pupil voice.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>To offer a range of opportunities to participate in local and district sporting events and signpost children to other clubs/organisations.</p> <p>Repeat the MAT and pyramid competitive fixtures set up last year to allow pupils in KS1 to develop confidence and implement skills they have learnt in different environments.</p> <p>Attend and contribute to termly events organised by the local high school.</p>	<p>Buy the bespoke SLA from Castleford Academy to enable participation in all the local and district sports competition.</p> <p>Fund staffing and transport to be able to participate in the MAT joint sporting events.</p> <p>Fund transport to be able to participate in sports tournaments within the pyramid and wider district</p>	<p>£600 (not used due to Covid)</p>	<p>Cancelled due to Covid 19 restrictions.</p> <p>Cancelled due to Covid 19 restrictions.</p> <p>Cancelled due to Covid 19 restrictions.</p>	<p>To restart tournaments and ensure as many children as possible are getting a chance to compete.</p> <p>Introduce Intra- competitions to allow all children to take part in competitions.</p>

Total carried forward 2019/20	
Total amount allocated	£18,350
Total carry forward from 2020/21	£4,785

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