

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:

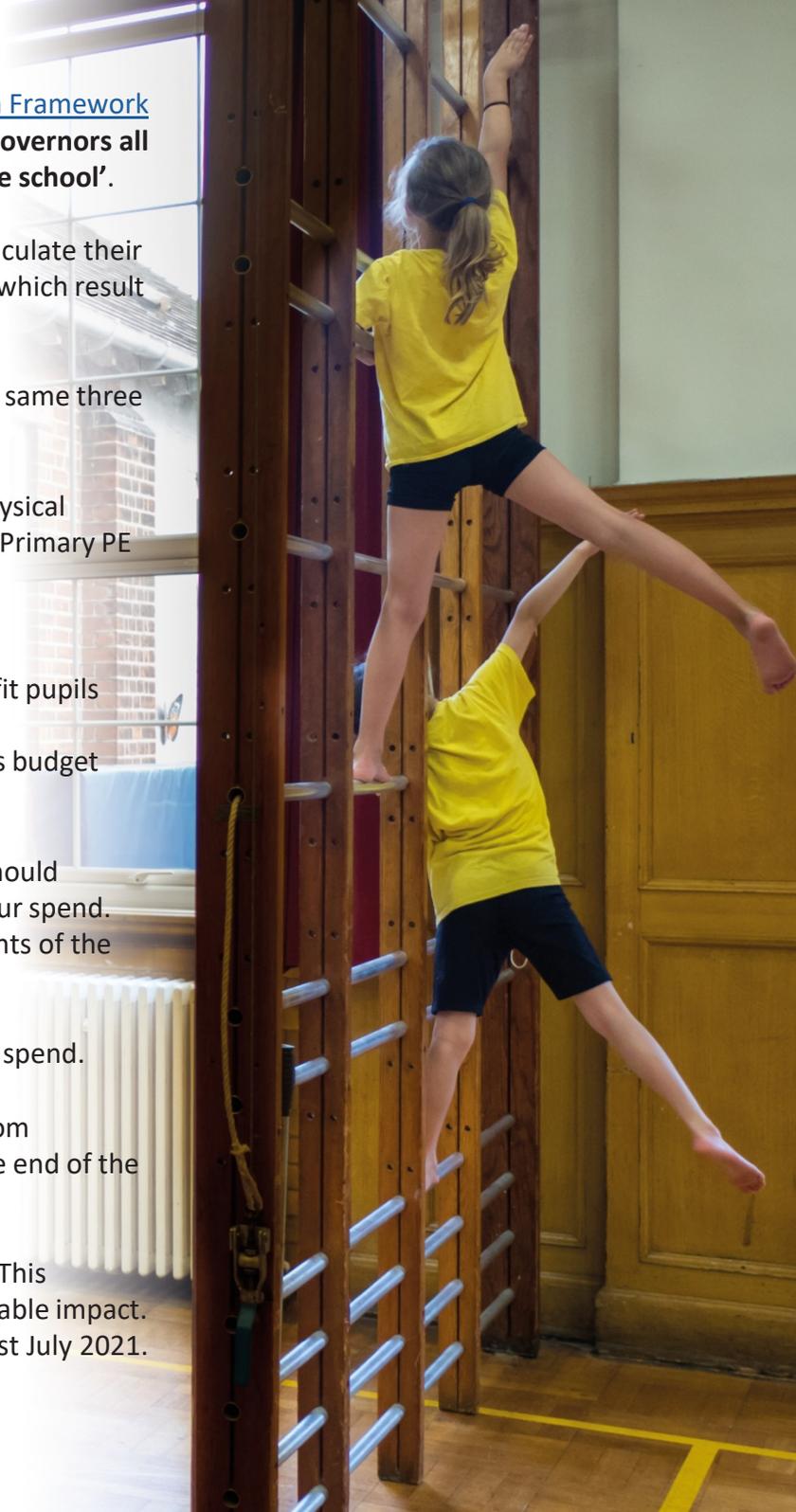
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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: |
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| <p>Continued to provide extra-curricular for G and T and less active children. Provided CPD to staff through Bishop Challoner. Taken part in school games until March 2020. Intra school competitions run within year groups. Employed football coach – top of the league March 2020. Imoves and Joe Wicks have been utilized throughout school. A wide variety of extracurricular clubs were offered prior to closure. With a taster session provided at the Annex. All sports teams were doing well at competitions and within leagues. A range of CPD was delivered to staff through Bishop Challoner. Replenishment of a range of resources in school. Development of school playground for increased activity.</p> | <p>Use of money for swimming for missed time – percentages have dropped below usual standard due to lack of swimming. Continue development of AN site – this is a site which is currently not resourced to the same standard as MS. Continue PG development – this is to bring the activity levels and access to equipment up to the same standard across both school sites. Continue staff CPD – particularly new members of staff, or members of staff who are less experienced and have missed these opportunities from lockdown. Provide at home learning opportunities if children enter into lockdown again. Provide resourcing for new EYFS framework.</p> <p>-</p> |

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 | £12, 742 |
| + Total amount for this academic year 2020/2021 | £21,600 |
| = Total to be spent by 31st July 2021 | £34, 342 |

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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> | |
| <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> | 86% |
| <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> | 81% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 77% |
| <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 |

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: £34.342 | | Date Updated: 15/07/21 | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 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: |
| | | | | | % |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <ul style="list-style-type: none"> - Children to have access to daily activity within the classroom and outside the classroom. The children to complete short burst activities for physical and mental health. - PE hub and REAL PE schemes used by teachers to include all children in PE activities during PE lessons. Chn to be included in vigorous, challenging and progressive lessons based on these schemes. - To purchase a Trim trail and activity frame for the Annexe to promote daily activity during play time and lunch time. | | Staff use the imoves regularly to increase children’s daily activity. Staff to use these schemes to plan lessons that are progressive and stimulating. To source, price and purchase a trim trail and activity frame to be installed at the Annexe. | | Imoves £995 PE hub £500 REAL PE £245 Trim trail £16, 240 During covid children could still take part in regular daily exercise with the Imove scheme in their classrooms and activities were set for home learning to increase activity at home during covid. This has increased children’s daily activity. Chn have continued to develop their skills in all areas of PE but this has been limited due to Covid and will be addressed next year. Trim trail has been ordered but due to Brexit will not be delivered until late 2021. | |
| | | | | Sustainability and suggested next steps: | |
| | | | | 52.356% | |
| | | | | Continue to use this next year to promote regular activity and work breaks. Continue to use these schemes to support the teachers in their knowledge of teaching PE and filling in gaps of learning due to Covid. Children to be allowed regular access to the new equipment. | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | % |
| Intent | Implementation | | Impact | 14.347% |
| 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 resource all areas of the school with appropriate equipment and update any equipment that is no longer fit for purpose.</p> <p>Annexe – New resource bought to continue to provide continuity over 2 sites and match the resources provided at main site.</p> <p>Early years – Resources to be purchased in line with the new early years framework. Provide appropriate equipment so learning outcomes can be met.</p> <p>Main site – Replenish resources.</p> | Resources to be purchased in line with curriculum needs and staff consulted on resources relating to their individual year groups pathways | <p>Resourcing Annex – £1750.66</p> <p>Resourcing Early Years £1935.88</p> <p>Resourcing Main Site – £1240.40</p> | Resources have been replenished and used by staff. Pupils have access to a wider range of resources appropriate for their needs and curriculum expectations. Broader range of inclusive resources to support SEN children. | Resources to be used throughout the next academic year and continue to monitor resources and replenish when necessary, |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------|------------------------------------------|
| | | | | % |
| Intent | Implementation | | Impact | 18.854% |
| 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: |

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| <ul style="list-style-type: none"> - Staff to be given CPD in ball skills throughout KS2 and PE co-ordinators to attend regular PE co-ordinator meetings. - Staff to be trained in First aid to be able to take children to events and competitions safely - PE co-ordinators to be released on regular occasions to track and monitor teaching of PE throughout the school. To make sure resources are available to create opportunity for regular activity for the children. | <p>Coach from Bishop challenor supported teachers in areas they were concerned about and team taught lessons. PE co-ordinators attended co-ordinator meetings when possible.</p> <p>Key staff to take part in first aid training.</p> <p>PE co-ordinators released from class half termly.</p> | <p>Bishop challenor £5,880</p> <p>First aid £595</p> <p>Cover £850</p> | <p>Staff improved knowledge and understanding of ball skills in their year group and looked at progression. This was limited due to covid as could only happen in summer term.</p> <p>Members of staff trained allowed more events to go ahead and more children were engaged in activities.</p> <p>PE co-coordinators organised sports days and activity days for all year groups and offered support for colleagues.</p> | <p>Staff to attend more CPD next year in a range of subjects and support new members of staff in their teaching of PE.</p> <p>Offer further training next year to allow us to offer more opportunities to take part in physical activity.</p> <p>New PE co-ordinators to continue to have release time to establish themselves in the role and support staff.</p> |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

| Intent | Implementation | | Impact | 11.4% |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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>Additional achievements: Give children the opportunity to experience a range of physical activity, especially given the restricting circumstances of the last 18 months.</p> <p>Give children opportunities for explorative play in a range of settings, focussing primarily on the outdoor spaces.</p> | <p>Hire facilities onsite to enable the school to provide OAA opportunities for children in the summer term, making use of our new AN site.</p> <p>Purchase a range of resources to enable children to access sport and learning in a different and cross curricular format.</p> | <p>Oaker wood £3915</p> <p>Quidditch £660</p> | <p>Children in all classes in all year groups have had an enriching experience of a range of outdoor activities, enabling them to broaden their experiences.</p> <p>Children in certain year groups have been afforded the experience to learn in a different setting</p> | <p>A relationship with Oakerwood should be maintained for future developments of OAA and experiences for children.</p> <p>The equipment purchased will be used in future years for the continued experiences of learning with the potential for staff CPD.</p> |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Enable children to feel that they have developed a sense of physical and mental well-being through accessing a range of activities in varying settings.</p> | <p>Make use of outdoor space where possible to ensure physical safety of all children and to develop a greater mental well-being within school.</p> | | <p>through the purchasing of new equipment in KS2 MS.</p> <p>There has been an extremely positive response from teachers, parents and pupils with regards to their OAA experiences this year and the increased well-being that has come as a result of this.</p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | % |
| Intent | Implementation | | Impact | 1.802% |
| 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: |
| Children should be able to experience internal competitions despite potential covid restrictions. They should be motivated to take part in sporting events such as sports day. | Purchase a greater number of sports day items in order to enable children to take part in a new style sports day. Cater for the needs of a broader range of children, according to accessibility and inclusion. | Sports day £618.96 | Children in all classes have been able to take part in internal competitions throughout the summer term, readdressing their understanding of school games values and competitive sport. They have given positive feedback to CTs in line with their experiences this year. It has had a great impact on their understanding of sport with peers and of the importance of increased physical activity to attain personal bests. | The resourcing has been a basis for the development of a new range of sports and skills to be included in competitions in school. Children will have a lasting understanding of the key importance of participation of physical activity and sport. |

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| Signed off by | |
| Head Teacher: | M Coles |
| Date: | 19/07/2021 |
| Subject Leader: | S Brown R Powell |
| Date: | 15/07/21 |
| Governor: | Karen MacKenzie  |
| Date: | 20 July 2021 |