

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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>18-19</p> <ol style="list-style-type: none"> 1. A play leader was appointed which helped the children participate in 30 minutes of daily exercise. 2. All staff had 12 sessions of CPD for dance and ball skills which built on their CPD 3. All year 2 children learnt to ice-skate through a half term programme, which also developed confidence and resilience. 4. All children participated in yoga sessions to develop a healthy mind and body. All children participated in 6 enrichment days to broaden their access to PE activities. 5. All children competed in termly competitive sports days organised by an outside provider. 6. Year 1 children enjoyed an inter school PE festival. <p>The building of an outside classroom and resurfacing of the FS outdoor area has given all children more opportunity to be active</p>	<ol style="list-style-type: none"> 1. Further opportunities for children to develop their skills through competition – this will now need to be interclass due to COVID restrictions. 2. Further enrichment opportunities to be built in as children are currently unable to access many of these elsewhere. 3. More frequent yoga sessions to be available to support wellbeing. 4. Mindfulness lessons to be incorporated into the half termly plans. 5. CDP opportunities for staff so they can improve provision. This in turn will improve fitness, which has declined due to lack of physical activity due to lockdown and school closure.
<p>19-20 Due to school closure (March 2020 not all key elements were achieved)</p> <ol style="list-style-type: none"> 1. Year 2 children were able to participate in 3 ice-skating lessons. 2. All children participated in yoga sessions to develop a healthy mind and body. All children participated in 4 enrichment days to broaden their access to PE activities. 3. The PE coordinator worked alongside an outside provider to create a comprehensive scheme of work and weekly planning (during lockdown). 	

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: £ 1,733.66	Date Updated:	March 2021 – now spent	
What Key indicator(s) are you going to focus on? Key indicator 1.				Total Carry Over Funding: £ 1,733.66
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?: Children have more stamina.	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Improved general fitness	Additional weekly PE sessions led by specialist coach.	122 x 8 = 976		Staff learn from coach and adapt to own lessons.
	Daily mile	£800	By the end of the year the children should be able to either a) complete the daily mile without resting or b) jog the daily mile.	Staff will be able to ad daily mile to focused daily activity and not need additional supervision.

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.	NA
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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?	NA

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: £ 17,320		Date Updated: March 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:
					%
Intent	Implementation		Impact		45
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:
Each PE session to be delivered by 2 members of staff to encourage engagement and give feedback so that all children are active for at least 30 minutes a day. Additional playtime s and PE slots have been timetabled to keep children in the fresh air as much as possible due to COVID 19	Continued employment of a play worker/TA to support PE, playtimes and lunchtimes. Additional TA support needed as children are having staggered breaks	£7,800	PE planning Playtime/outdoor/hall rota PLANNED IMPACT – All children are fully active for at least 30 minutes per day	This can be sustained annually. MDSA need further training to help quality play at lunch time.	
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		20%
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>All pupils will take part in 'Be safe and healthy week' to promote PE, sport and healthy lifestyles. Children will be aware of healthy lifestyle choices.</p> <p>Each class timetabled to use the outdoor classroom so that they are more 'active' whilst learning.</p> <p>Mindfulness sessions will improve the wellbeing of all children and help to give them a coping strategy.</p>	<p>Planned week of activities to include</p> <ul style="list-style-type: none"> • Healthy schools life van • Yoga days • Staying safe and healthy class run activities. <p>Mindfulness sessions</p>	<p>£500 £180 x 10</p> <p>£90 x 4 x 3 Total =£3380</p>	<p>Planning Work evidence Coordinator file PLANNED IMPACT – All children are aware of how to stay healthy and how exercise is a big part of this. Children have better 'mental' health which will help with their academic learning.</p>	<p>This can be sustained annually. Planning takes in to account previous experiences and knowledge. Pre and post questionnaires to parents about children's skills.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3.5%
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:
CPD for PE coordinator will ensure progression of skills for all children. Development of key competitions throughout the year will widen the variety of opportunities for the children.	Liaison with PE coach to develop programme.	£600	Before and after skills questionnaire PLANNED IMPACT – PE coordinator will have the skills to lead the subject area, which in turn will develop the skills and opportunities for the children.	Through planned CPD in school coordinator will be equipped with without relying on specialist PE provision.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	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>Half termly PE day which will offer the children a new activity each time e.g clubbersize, circuit training</p>	<p>Half termly PE day led by specialist sports providers.</p>	<p>6 x £122 = £732</p>	<p>PLANNED IMPACT – children have confidence to try new activities, are happy to participate competitively</p>	<p>Sustainable whist funding allows. Next step is for the PE coordinator to broaden their skills to train staff</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	10%
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:
1 session per term of competitive sports led by PE coach. All children will be encouraged to participate competitively against their peers to develop resilience as well as teamwork. Liaison with other KS 1 schools to develop interschool competition will increase children's competitiveness and skill level as well as team building skills and enjoyment.	1 competitive day's activities per half term led by sports specialist across a range of sports. E.g team games, football etc. Invite Porchester Junior school to participate with our children (when appropriate) PE coordinator to meet with other KS 1 teachers/ sports providers to organize 'mini games'.	6 x £122= £732 £1,000 =£1,732	Score sheets and planning PLANNED IMPACT – All children will have experience of competing in a controlled environment. All children will have the opportunity to work as a team to develop team skills. Photos, planning PLANNED IMPACT – Children will have confidence to compete with a wider range of children.	Teachers observing these lessons will be able to apply skills to weekly lessons. Once set up will be sustainable with the cooperation of other schools.

Signed off by	
Head Teacher:	S J Ghattaora
Date:	September 2021
Subject Leader:	C Worrall
Date:	September 2021
Governor:	J Clarke
Date:	September 2021

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

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council