

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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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: |
|--|---|
| <ul style="list-style-type: none"> • Children take part in regular physical activity within school. • The profile of PE within school has risen. • PE curriculum has been designed to deliver a range of different sports. • Teacher's subject knowledge has improved; however, this is still an ongoing target. • Historically we have competed in regular competitions when COVID restrictions weren't in place. • | <ul style="list-style-type: none"> • Improve standards of PE teaching and delivering by improving teacher's subject knowledge and confidence. • Raise the amount of physical activity children take part in, inside and outside of school • Raise the profile of PE within school and the wider community. • Compete in competitive sport. • Design a PE curriculum that meets the needs of the children at Moat Farm. • Improve swimming attainment. |

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: £ | 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?: |

| | |
|---|-------|
| 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 2021. | 62.5% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 71.8% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 95% |
| 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: £20, 851 | | Date Updated: May 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: 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?: |
| To develop areas within the curriculum to promote physical activity outside of PE lessons. | | Purchase the Active Maths and Active English scheme. | | £935 | Children are engaging in even more physical activity. Children are able to transfer their PE skills into these lessons. Also, children are really engaged in the Active Maths and Active English lessons leading to raised levels of engagement. |
| | | | | | To continue to use the Active Learning scheme next academic year to promote extra physical activity. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | 23% |
| 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: |
| Raise the profile of a healthy lifestyle across school through effective teaching. | WBA Healthy Lifestyle Programme delivered to all children within the academic year. | £3788 | All children within school received the programme and understand the importance of a healthy lifestyle. Children completed food diaries to reflect on their diet and were advised on how they could improve their diet and lifestyle. After completing a follow up survey after the sessions with a group of children from each year group, 90% of children enjoyed the sessions and 92% of children could state what a healthy diet consists of. | To implement a healthy snack scheme for breaktimes to continue to promote a healthy lifestyle. |
| Ensure all staff understand the importance of PE and have high expectations. | Issue all staff with PE kit that matches our PE policy. | £808 | Because the teachers have high expectations with PE kit, this has transferred to the children. Most children follow school PE kit policy. | To continue to have and expect high standards for children's and teachers' PE kit. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 44% |
| 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: |
| Increase the subject knowledge and confidence of all teaching staff through effective CPD in the deliver of PE lessons. This will focus on the structure and pedagogy of PE delivery. | Enrol in Sports Plus Teacher CPD Scheme | £6410 | 80% of teachers rated the CPD highly leading to them feeling more confident in delivering PE. This impacted the children as the quality of their PE lessons improved due to teachers' subject knowledge and confidence raising. | Teachers take new knowledge and confidence into the next academic year. This programme will not be running next year as all staff members have taken part in the course now over the past 4 years. |
| Ensure all teaching staff have access to updates within PE and guidance from appropriate governing bodies. | Join Dancedesk Network | £1100 | 95% of teaching staff feel confident in delivering high quality PE. This was taken from the most recent staff perception interview. This has a positive impact on the teaching of PE as teachers are delivering high quality lessons. | To enrol in the Dancedesk programme again next year. |
| To improve the standards of the teaching and delivery of PE through effective planning and assessment. | Purchase the Complete PE planning programme | £1535 | 100% of teachers gave positive feedback about Complete PE and said that it has improved their delivery of PE and they have really enjoyed following the planning and it is detailed, easy to follow and delivers high quality outcomes. Standards of PE have risen, and observations show that children are experiencing a rich PE curriculum that promotes physical activity and core skills that are vital. | To continue to use Complete PE as a resource for teachers to access. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Children to have a range of sports delivered in a curriculum personalised to their needs for development. | Purchase equipment to meet the requirements of the PE curriculum. | £3267.70 | Pupils have been exposed to a range of sports that they enjoy taking part in. Having good quality equipment for lessons improves the standards of teaching and children have higher participation rates as there is enough equipment for everyone to be active. Children took part in National Sports Week where they were exposed to a range of different sports and were also exposed to taking part in different sports outside of school. | To develop a curriculum that is broad and meets the needs of our children for next year. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 0% |
| 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: |
| | | | | |

*£3000 will be carried over to fund the new curriculum and Active Farmers Programme for the next academic year.

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| Signed off by | |
| Head Teacher: | L.Stone |
| Date: | 01/07/2021 |
| Subject Leader: | L. Climpson |
| Date: | 01/07/2021 |
| Governor: | A. Goode |
| Date: | 01/07/2021 |