

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:

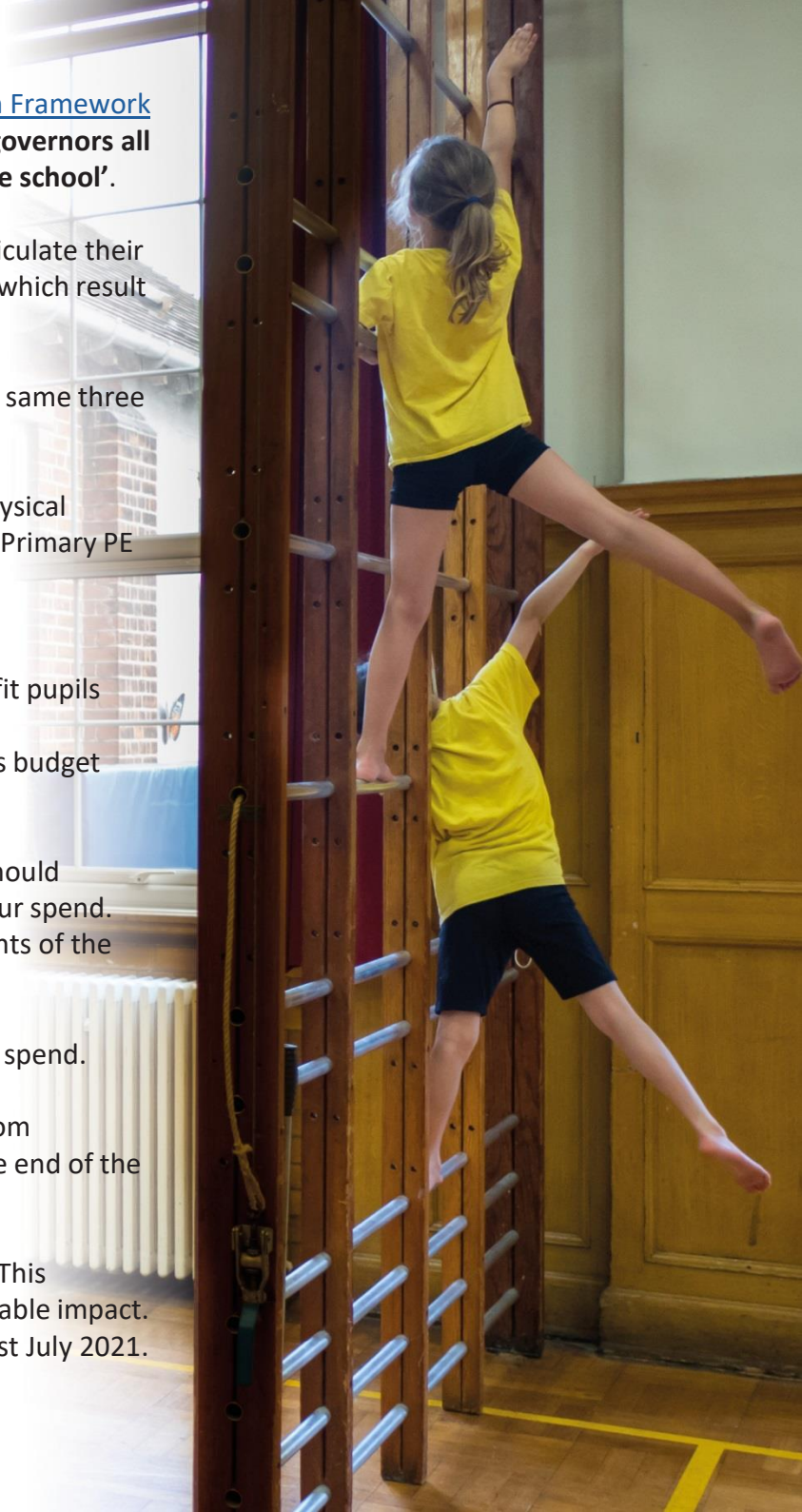
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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:
<ul style="list-style-type: none"> • All children access two quality PE lessons per week. • Reception – Year 6 children completing the Fit Fifteen daily. • Pupil Voice used to influence the purchase of resources. • KS2 Playground Leaders have successfully implemented a varied timetable of physical activities to increase the amount of children accessing an active playtime. • Sports coaches introduced a wider range of opportunities for exercise at lunchtime. (Dance and running identified as highlights in pupil voice) • Reduced number of behaviour issues at playtimes due to 'flexi' break times with teacher led physical activities. • Reduced number of behaviour issues at lunchtime due to sports coaches, KS2 Playground Leaders and TA led physical activities. • Use of technology in lessons has allowed for better self and peer evaluation. (Pupil voice and staff questionnaire) • Children's sporting successes celebrated via social media, local publications and in collective worship. Cross Country Running (4 finalists) and Key Steps Gymnastics (3 teams) providing particular highlights. • All staff have been supported by a PE specialist in improving the quality of both PE lessons and active playtimes. 	<ul style="list-style-type: none"> • Ensure sport and exercise is a key aspect of the curriculum, particularly as a well-being tool. • Enable a wide range of sport to be accessed. • Further extend the opportunities for children to be active at playtime and lunchtime. • Plan intra-school team competitions. • Further increase children's physical activity throughout the curriculum, exploring ideas such as active maths through quality CPD. • Increase the profile of Fit Fifteen with special events, competitions and 'personal best' challenges. • Elect a School Sports Council to promote PESSPA across school. • Provide training to new KS2 Playground Leaders. • Utilise social media and the school website to raise the profile of PE. • Utilise PE expert to identify ways to support teachers in delivery of PE lessons and offer CPD. • Achieve the Silver Primary Games award.

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 **£9706**
+ Total amount for this academic year 2020/2021 **£16,740**
= Total to be spent by 31st July 2021 **£26,446**

<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>	94.4% (17/18 children)
<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>	94.4% (17/18 children)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	94.4% (17/18 children)
<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>	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: £26,446	Date Updated: July 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			
Note: Many of our targets have been rolled over from the previous year as COVID restrictions limited how well we were able to implement and achieve.			
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none">• To continue to offer a broad range of different physical activities at lunchtimes on a daily basis.• To further increase activity at playtimes through improved provision and organisation of games and activities.• To provide Foundation, KS1 and KS2 afterschool clubs to increase pupil physical activity.	<ul style="list-style-type: none">• Sports coach employed to engage pupils in daily activity.• Sports coach to monitor which sports interest the children and offer alternative activities in order to engage more children.• Y5 Playground Leaders to provide skipping, badminton, table tennis and cross country running opportunities based on pupil voice.• Year 5 Play Leaders used to raise the profile of sport and physical activity through school.• Wide range of quality playground equipment available for Play Leaders to deliver activities.• Physical activity co-ordinator to support Playground Leaders to deliver lunchtime activities to increase pupil activity.	<ul style="list-style-type: none">• Feedback from pupils has been positive.• Increased numbers of children are taking part in “Active Playtime” activities.• Physical Activity Co-ordinator has continued to have regular meetings with and has shadowed the PE Specialist. She continues to support Year 5 Play Leaders to run organised playtime activities.• Flexible break times have allowed teachers and TAs to work with their own classes, targeting children who are less inclined to join in with physical activity.• Planned after school clubs	<ul style="list-style-type: none">• Coaches to run intra-bubble competitions.• New Physical activity coordinator will need to be appointed due to staff member leaving.• Ensure new cohort of Playground Leaders are trained and understand their role.• Offer as many after school clubs as possible in line with latest covid guidance.

		unable to run due to continued covid restrictions	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Note: Many of our targets have been rolled over from the previous year as COVID restrictions limited how well we were able to implement and achieve.

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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To celebrate sporting successes regularly in whole school collective worship, through social media and newsletters. KS2 children given opportunity to develop leadership skills and promote PE through Playground Leading. 	<ul style="list-style-type: none"> Provide staff with time and equipment to post regular social media updates. Include a school sporting achievement in each newsletter. Share successes with parents via ClassDojo. Include successes in the local paper. Advertise and hold interviews for Y5 Playground Leaders. Hold regular meetings and have Playground Leaders involved with whole school events e.g. Sports Day 	<ul style="list-style-type: none"> Twitter, Facebook and ClassDojo regularly used to celebrate PESSPA. Newsletters and Local Paper share achievements of individuals, teams and whole school. Playground Leaders 'employed' and used to provide daily opportunities for activity. 	<ul style="list-style-type: none"> Develop a sports council to lead development of PESSPA in school. Create a sporting successes display board to celebrate achievement. Complete a termly review of pupil well-being including a review of who takes part in sport and who doesn't. Develop an award for intra-school <u>team</u> sporting competitions.

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

Note: Many of our targets have been rolled over from the previous year as COVID restrictions limited how well we were able to implement and achieve.

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your intentions:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:		can they now do? What has changed?:	
<ul style="list-style-type: none"> To continue to improve the planning, teaching and assessment of PE lessons in school. To provide relevant CPD to increase staff confidence in teaching PE lessons. 	<ul style="list-style-type: none"> P.E. specialist to work with all staff, tracking weekly P.E. lessons from planning to delivery. Support staff in implementing the Val Sabin P.E. scheme. Support staff in using Dimensions <i>Learning Means the World</i> curriculum for dance. P.E. specialist to support teaching staff in assessing children's attainment and progress. Gaps analysis used to tailor next steps. All staff to attend EIS days to access a wide variety of sporting activities. Teaching and support staff provided with the opportunity to work with P.E. specialist teacher to continue building confidence and knowledge in a wider range of sports. P.E. co-ordinator to visit other JMAT schools to observe successful promotion of activity. 	<ul style="list-style-type: none"> Staff using PE Milestones Assessment grids to monitor pupil progress. Val Sabin P.E. scheme being used successfully. Further training to be accessed in line with Covid restrictions. Staff offering a wider range of sporting opportunities. 	<ul style="list-style-type: none"> Track attainment in PE when compared with core subjects at expected and greater depth. Provide training for new staff member. Audit new staff knowledge and confidence through questionnaire. Provide further training opportunities. P.E. co-ordinator to visit other JMAT schools to observe successful promotion of activity as planned visits did not happen due to Covid.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Note: Many of our targets have been rolled over from the previous year as COVID restrictions limited how well we were able to implement and achieve.

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?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • To offer a variety of sports and physical activities at lunchtimes. • To provide a wider range of afterschool clubs to target children's different interests. • To give KS1 and KS2 children opportunity to take part in a range of sports in an internationally renowned venue. • To make a wider range of P.E. equipment available so pupils can access a broad PE curriculum. 	<ul style="list-style-type: none"> • Lunchtime sports coach trained in delivering a wide range of sports based on children's interests. • Use Pupil Voice to inform the clubs offered. • P.E. specialist to co-ordinate the Mini Olympics events for both KS1 & KS2 at the English Institute of Sport in Sheffield. • Purchase new resources for PE lessons and active break times. • New line markings for playground to enable a wider range of activity. • Bikeability cycling proficiency level 1 and 2 offered to all Year 6 pupils. 	<ul style="list-style-type: none"> • Increased number of pupils accessing lunchtime activity. • Planned after school clubs cancelled due to COVID. • Mini Olympics cancelled due to COVID. • Children accessing a much wider range of sports than before. • Increased participation in physical activity due to the wider range of equipment being used in flexi-break times and active lunchtimes. • 40% Y6 pupils accessed Bikeability training. 	<ul style="list-style-type: none"> • Continue to explore opportunities available to include all children. • Identify target groups of children who aren't attending lunchtime activities and afterschool clubs and find out why they are not accessing these and ways to help them become more active. • Mini Olympics attended by all students if possible. • Replace broken equipment. • Purchase additional equipment based on interest.
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Key indicator 5: Increased participation in competitive sport**Note: Many of our targets have been rolled over from the previous year as COVID restrictions limited how well we were able to implement and achieve.**

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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To provide children with opportunities to take part in a wide variety of competitions. To explore ways of providing further intra school sporting competitions 	<ul style="list-style-type: none"> P.E. Specialist to co-ordinate the JMAT Cluster Sports Calendar and support us in accessing as many competitions as possible. P.E. Specialist will find ways to encourage more KS1 children to take part in competitive sport. The school will look at introducing further intra school sporting opportunities for all pupils. 	<ul style="list-style-type: none"> Inter-sport competitions and events not allowed to run due to covid restrictions. Sports days run in each bubble with every child taking part in every event. Football festival – Euro Hooton Pagnell – with every child in school participating. Weekly intra-school sports challenge with 100% uptake. 	<ul style="list-style-type: none"> Look into how we can attend more JMAT sporting competitions where possible (team size etc) in line with reduced covid restrictions. Introduce intra-school <u>team</u> sporting competitions.

Signed off by	
Head Teacher:	Laura Carr
Date:	5.7.2021
Subject Leader:	Liam Horton
Date:	5.7.2021
Governor:	Full LGB
Date:	13.7.2021