





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Created by: Association for Physical Education, Active Partnerships, Youth Sport Trust

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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:
• The completed development of a school-wide continuous PE curriculum which builds on specific skills as children move up through the school. • An increase in equipment for all year groups.	• To continue to monitor the implementation of PE following the new school specific curriculum – ensure consistency and progression of teaching across year groups • Gather feedback from planning and make adjustments where needed to inform 2021/22 teaching • Increase presence of PE in school by entering into Berkshire Virtual Games competitions across the whole school • Swimming to be included once pandemic is over.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?
YES
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: £11,735**	**Date Updated:**	December 20	
What Key indicator(s) are you going to focus on? **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement				Total Carry Over Funding: £0
Intent	**Implementation**		**Impact**	
Your school focus should be clear how you want to impact on your pupils. Educate children about the importance of having a healthy lifestyle including through having a balanced diet, exercising regularly and keeping other good habits such as continued, regular teeth brushing.	Make sure your actions to achieve are linked to your intentions: Due to the Covid19 pandemic, we were not able to run the A-life healthy living workshop in the academic year 2019/20. This workshop has been rebooked for October 2020. It will last the whole day and will include an hour session for children in Years 2-6.	Carry over funding allocated: £499	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?: The impact, as a result of these workshops, will be increased awareness of the importance of staying healthy and exercising regularly which is particularly poignant due to the extended period children had at home this year. This will be seen during follow up classroom-based sessions after the workshops, when teachers will further educate children about the importance of staying healthy. The workshops will also reinforce one of our school's key curriculum drivers 'Healthy body, healthy mind'.	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: Raising the profile of PESSPA is a large focus for us as a school this academic year, through the development of a new PE curriculum. By starting the year with these workshops we hope to quickly establish a positive profile around the school.

Children in key stage 2 to have access to fitness equipment to enhance their experiences in unstructured time Storage for new equipment	8 pieces of large fitness equipment to be installed in Key Stage 2 playground. New PE shed to be installed in Key Stage 2 playground to house PE equipment	£9,000 £2,300	Children will have more opportunities to engage in physical exercise and therefore become fitter. Equipment can be stored safely and in an organised manner to ensure it is better used.	Equipment will be permanent feature of school and therefore sustainable. Shed will be permanent feature.

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.	Academic Year 2020 – 2021 – No swimming has taken place
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.	23%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	32%
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:** £18,680	**Date Updated: December 2020**	
Key indicator 1: The engagement of all 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: 14.9%
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:
Streamline PE teaching across the school by following a succinct, school-specific curriculum developed by PE lead. Review current attainment levels of children across school in PE lessons.	Deliver explanation of new PE planning during INSET training in Sept 2020. Provide all teaching staff with relevant resources/planning documentation. Regularly gather feedback on planning document and make changes where necessary. Use feedback to gather information about children's attainment levels in a variety of aspects within sport (throwing, catching, kicking, hitting etc)	40 hours of planning from PE lead £1,300 £1,500 on PE equipment.	*% of pupils accessing and participating in high quality PE lessons has increased. Since reopening of schools in March 2021, PE has been prioritised.* *Pupil voice shows an increase enjoyment in PE. Pupils talk positively of new sports coaches.*	Ensure all staff are delivering high quality PE lessons by following the planning documents. Develop long term, skill attainment method to be used as assessment tool across school.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
See A-life workshops in carried over funding section above. Get Active sports coaches Display children's sporting achievements to raise profile of sport to other children Participate in Active Lives Children and Young People survey	Berkshire Virtual Games certificates will be displayed on boards in school whilst photos will be shared on school website and twitter School entered to take part, if selected, from December onwards. The aim is for children and young people to feel more motivated, confident and able to get active – which will also increase the likelihood of being active later in life. Taking part in this survey will hopefully increase the profile of being active.	£10,500 based on similar figure from 2019-2020 academic year £150 printing	*Pupils have a healthy attitude towards sports and PE. They understand the importance of physical activity.* *The teaching of PSHE includes aspects of healthy body/healthy mind teaching.* *Fitness equipment on Key Stage 2 has had positive impact on physical engagement at break times. At least 90% of all KS2 pupils use equipment regularly.*	Introduce next financial/academic year dependant on pandemic allowing. Participate in inter-school competitions when Covid 19 restrictions allow.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 6%
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:
Teachers confidence in teaching PE to increase through implementation of school-wide PE planning	By implementing a school-wide approach to teaching PE, teachers confidence in delivering high quality, active and engaging lessons which show clear progression throughout the school, should increase. Issues, queries or misunderstandings can all be communicated through PE lead during conversations throughout the year. Confidence in the skills needed to deliver a good PE lesson should be evident over time.	£1,000	*PE lessons are now taught consistently using progression of skills documents and new planning.* *Monitoring of PE teaching has not taken place this year due to covid restrictions – this will be carried over to next year*	Implement monitoring schedule and training for PE lead. PE lead to observe PE teaching of both coaches and teachers
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13%
Intent	**Implementation**		**Impact**	
what they need to learn and to consolidate through practice:		Funding allocated:		

Well-being week June 2021 Children to develop a skill set through physical activity in order to keep positive well being high and reduce anxiety from stressful situations.	The children will be introduced to a range of activities which promote an overall awareness for the wide-ranging aspects of **wellbeing**, including social, physical and emotional learning. -Yoga -Dance -Mindfulness -Art Coaches/resources will be used during the week.	£2,500	*Well being week was hugely successful in providing a wide range of opportunities for children, including circus skills, tae-kwondo, dance, Zumba and inflatables.* *100% of pupils engaged in this event and all gave positive reviews*	Ensure week is planned well in advance Use pupil voice to plan activities

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 11%
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 get all children involved in competitive sport through entering into the Berkshire Virtual Games.	During the second of two weekly PE lessons, each class from Year 1-6 will be practicing and entering scores for a range of competitions, set by the Berkshire Virtual Games. Class teachers will record the children's scores on three different activities on excel spreadsheets provided by BVG. Scores will be collated and sent off by PE subject lead.	£2,000 to purchase sports equipment	Children have a desire to increase scores and enjoyment in participation in virtual competition. Scores increase.	Next steps, PE lead to monitor engagement across key stages. Ensure we enter competitions that are organised for next academic year.

Signed off by	
Head Teacher:	K Davies
Date:	December 2020 Reviewed July 2021
Subject Leader:	G Ford
Date:	December 2020
Governor:	P Jordan
Date:	January 2021