

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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](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 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

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Year 6 data-84% had represented the school in KS2, even with the effect of covid-19 from March 2020-July 2021. All pupils had PE lessons sent home during each lockdown via Teams and purple mash, which were as close to those activities taught at school as possible. New sports such as Boccia were taught as they were very covid friendly. We entered the national League with all children in school during term 3 and 4's lockdown taking part. Our results were very successful but more importantly it gave the pupils a sense of purpose. We also entered 3 virtual cross country runs, again successful but the taking part and the challenge as all pupils were able to do the run as part of their PE lessons and their own PB was far more powerful. Introduction of Year Group PE equipment in KS1, mainly for outdoor games lessons. Allowing each year group to be in control of more relevant equipment directly linked to their PE planning. Making equipment easier to access and also they take responsibility for its upkeep. Good communication with PE Coordinator to ensure they have the relevant planning/equipment/training. This is monitored at various points in the Year(every long term). 	<ul style="list-style-type: none"> The Year 5 data is the now the focus as they are Year 6 in September; however, this has been greatly impacted due to Covid-19 in this academic Year of 2020-21. Those children who have not represented the school will be targeted throughout next year. After school clubs - More coaches to come in and deliver and more paid for after school clubs if possible. Fitness assessments are going to continue to be important and from September a higher importance placed on fitness throughout the school. Yoga has been our focus as well as targeting groups who struggle at school and maybe have shown more negative behaviour since covid-19 started in March 2020. This needs to continue and be developed with a more formal reporting tool for the teachers on the positive impact to pupils. Swimming has not been possible again this year and it is of high priority for September 21. Started September 20th 2021, with Year 4. This is already a very positive change with the Year group being more settled than previous Years as they have had a Year in KS2. They know staff and staff know them and are able to manage their needs easier. The number of non swimmers isn't as low as anticipated(Approx 20/90).

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/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: £N/A
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?:

Swimming Targets and Achievemnets 21/22	
<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>To be completed in July 2022 with 2021-22 results.</p> <p>Water safety lessons/assemblies to be covered in KS1 and KS2 in the Spring term outside of swimming lessons.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</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 2020.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	

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: 2021/22		Total fund allocated: £	Date Updated:	
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:	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 continue to improve the facilities and provision of physical activity throughout the school day and strive to achieve 30mins of activity everyday.	<p>1) Work with the English team to look at Active English and ensure it is used to the best of our ability throughout the school.</p> <p>2) Work with all teachers to look at their timetables and identify active lessons. This will be monitored every long term, tracking each year groups amount of activity in a general week, using hot maps. The PE coordinator to have release time to meet Year groups in PPA to discuss this. Looking at ways to improve and develop throughout the Year.</p> <p>3) To use physically active clubs both before the school day, during</p>	£500 release time for PE Coordinator		

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	<p>the school day and after school to enable more children to have access to structured physical activity. Some of these clubs will have target groups of the least active children or pupil premium pupils. Sports leaders will have had training with our SSCO on 'Change for life activity clubs' they will set up lunchtime target groups, working alongside the dinner staff, the PE coordinator and the PE apprentice to ensure that as many children as possible have access to physical activity which is friendly and fun for all, hopefully inspiring them to become more active and take up a sports club or represent the school at a sports event in the future.</p> <p>4) Introduction of activity clocks in KS1 classrooms so the pupils become aware of when they are active and how important it is.</p> <p>5) More inter house or inter class challenges to promote activity, for example skipping or daily mile or how many laps of the playground challenge. In KS2 2 or 4 square teams and competitions run by the sports leaders/PE apprentice.</p> <p>6) Active class awards, walk to school on Wednesdays or park and stroll. This will be done in the Spring term.</p>	<p>£200 skipping resources to improve current ones as lots damaged last year</p> <p>£30 for trophies</p>		
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[illegible]

	<p>4)Classroom Yoga training and yoga target groups on a Tuesday afternoon and after school with Laura Tilley @Tilleyyoga. This will continue or yoga journey from last year and develops its importance as tool for good focus and learning throughout the school. Which also links to our active 30 mins.</p>	£2000		
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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	
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 continue to develop our teachers confidence and ability to deliver high quality PE by providing CPD across the school, in areas that have been identified by the staff and the PE coordinator. This will be done through a variety of approaches through links with local clubs/ coaches/organisations/ outside agencies/training providers.	<p>1)The PE coordinator to make sure all teachers have an opportunity to ask for training and then that training is made available. This might be internal training or help with planning and schemes of work. The PE long term map will be looked at annually to look at any areas of change or those in need of development.</p> <p>2)Local clubs/Coaches and organisations to teach sessions with class teachers present to enable CPD on the job, teachers are then able to access lessons plans and to do build upon the lessons taught by the coaches. For KS1 this will be specific sports such as tennis and cricket. PE coordinator to coordinate this and ensure that the teachers get the relevant resources and have the correct equipment to carry on teaching. PE apprentice to be involved with this as it will assist in their training and understanding of lesson development.</p>	<p>£3000 equipment</p> <p>£2000</p>		

	3) Golf to become used in KS1 through individual class lessons with Darren Game and Maths golf with Darren instructing TA's for practical intervention groups. This will be from after Easter.	£2500 Darren Game weekly sessions		
key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: To ensure that all pupils have access to a broad and balanced range of sports and activities through PE lessons, clubs and active play sessions.	1)Golf to be spread wider in the school, using it in Year 1 as another sporting activity/math intervention as said above. 2)Appointment of a PE apprentice through inspire +. The role of the PE apprentice will be to assist the PE coordinator and other teachers throughout the school to allow more physically active clubs to take place with sports leaders within the school day. To work with individuals/small groups within PE lessons allowing the teacher to focus on other smaller groups. This will ensure that all pupils get more instruction at their required level. Groups such as gifted and talented can be targeted as well as those with	Golf continued from section 3 £7000 £2,700 HA upper pay scale as mentor		

	<p>SEND or other needs.</p> <p>The apprentice will also be able to work with individuals within the classroom setting who may struggle, providing this 1:1 or small group support with someone who also helps them in PE will hopefully enable them to create a positive working environment/role model for the pupil/pupils. Hopefully having a positive impact on their daily school life.</p>			
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Key indicator 5: Increased participation in competitive sport				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:	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 build upon last years figures and increase participation in competitive sport throughout the school, both within our own school setting and outside of the school setting if restrictions allow.</p> <p>To focus on those Y6 pupils who haven't represented the school at a sporting event.</p>	<p>1)Join our local SSP(Agilitas) Taking 20 teams to different events when permitted. To try and be proactive in terms of the relevant and updated covid-19 restrictions and guidelines.</p> <p>Target groups to be set up with those in Y6 to be indentified and events chosen to accommodate this and the PE coordinator to run sporting events at Westfield to enable as much participation as possible.</p> <p>2)Additional lunchtime trainng for groups selected throughout the year.</p> <p>3)The PE coordinator with the role as Lead PE at Keystone Academy Trust to work with other trust members to create a competition calender for the academic year, looking at areas of participation which all schools need to improve.</p>	<p>£600 Agilitas</p> <p>£1500 Transport</p> <p>£300 kit update of smaller sizes</p>		

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	