

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 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: |
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| <ul style="list-style-type: none"> • REAL PE scheme continues to enable teachers to have ownership of the subject and teach progressive, age-related lessons. • Skills are being taught. • Teaching and learning improving through Curriculum Leadership support, CPD and the PE scheme. • Forest School continues to be popular with the pupils. Y6 pupils were trained (by FSLA) in the Spring term (January-March) as Forest School Ambassadors to support younger children with learning life skills in the outdoors and being physically active. Children learn a range of skills and links are made to other curriculum areas. • Well trained and experienced Sports Lead/PPA teacher teaches and focuses on PE, health and wellbeing of pupils. Teacher covers Y1, Y2, Y3 and Y4. Y5 and Y6 teachers teach their classes. • Well-resourced for equipment in lessons and break times. | <ul style="list-style-type: none"> • “Recovery” from children being absent from school during Covid-19 National Lockdown from March 2020 to July 2020, is priority. • Many children live in flats in the local area and had limited exercise during this time; children need to use the school outdoor space and resources regularly to get fitness and general health back on track. • Further increase pupil activity levels throughout the day both in and out of the classroom, as well as at home. • Use PE/PSHE sessions to inform and educate pupils of the importance of following a healthy lifestyle through healthy eating, physical activity and mental wellbeing programmes and activities. |

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.

| | | | | |
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| Academic Year: September 2019 to March 2020 | Total fund carried over: £703 | Date Updated: Oct' 2020 | | |
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: |
| | | | | |
| Intent | Implementation | | Impact | |
| <p>Your school focus should be clear how you want to impact on your pupils:</p> <p>To enable movement in outdoor areas for maximum physical activity during the school day.</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Structured sports is not the only way to motivate and encourage pupil's to move – outdoor activities and creative areas support movement.</p> <p>Purchase mud kitchens for Reception and KS1 with outdoor play equipment.</p> | <p>Carry over funding allocated:</p> <p>£703</p> <p>(Mud kitchens £200 x 2 = £400)</p> <p>£303 play equipment</p> | <p>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?</p> <p>Impact to follow through photos and pupil voice.</p> <p>The children use and access the areas daily. Movement is promoted at break times and during lesson times for continuous provision activities.</p> | <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>Wooden equipment for longevity of live and natural resources for children to experience natural materials.</p> <p>Nature and natural materials are calming and provide positive sensory outcomes.</p> |

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| 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. | Pupils have not been able to take part in swimming lessons due to the Covid-19 pandemic restrictions. Swimming pools were partially closed during the year. |
| 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. | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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.

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| Academic Year: 2020/21 | Total fund allocated: £17,500 | | Date Updated: November 2020, Impact July2021 | |
| | | | | |
| 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 | Implement ation | | 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: |
| <ul style="list-style-type: none">• Children know and understand why they should take part in 60 minutes physical activity a day with 30 minutes being at school; they participate in 30 minutes of physical activity a day.• Children can identify physical activity – not just through sports.• The pupils take part in 30 minutes of physical activity a day in school, or the equivalent over the school week. | <ul style="list-style-type: none">• Specific teaching around healthy living in every year group.• Play and Lunch time activities – range of equipment.• Classes/bubbles provided with their own set of playtime equipment to prevent cross bubble contamination. | <div>Outdoor and lesson equipment Equipment: Total £2,000</div> <div>Astro turf to be</div> | <ul style="list-style-type: none">• Pupils are more active at break and lunch times.• Children are active for the recommended times, across the week.• TAs at break and lunch model and engage children in active challenges.• Pupil Voice determines what the pupils would like at break and lunchtimes.• Playground markings have | <ul style="list-style-type: none">• Sports/PE Lead to monitor activity levels, especially for the least active.• Termly pupil voice.• Ongoing improvements to be made to encourage Physical Development in |

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| <ul style="list-style-type: none"> • Children are trained as Forest School leaders to achieve key life skills and train/support younger pupils in outdoor learning. (Late Spring/Summer term pending Covid RA) • Children who live in a built up residential area have access to outdoor, natural space to explore and learn key skills. • Providing targeted activities or support to involve and encourage the least active children. • Encouraging active play during break times and lunchtimes. • Establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered. • Adopting an active mile initiative. | <ul style="list-style-type: none"> • Outdoor areas improved in Rec & KS1 to promote active, outdoor learning • Forest School sessions to continue to be led by teachers in Autumn Term. FSLA to work with children in Spring/Summer Term 20/21 if Covid-19 compliant. • “Dough-disco” used in Rec & KS1 to encourage fine motor skills • Go- Noodle and other online movement demonstrations to be used as sensory breaks for well-being and improved concentration techniques • Teacher’s model and talk about physical activity as being important long term. • Playground markings to be laid (thermoplastic) including Active Mile markings. | <p>laid. Quotes to be obtained. (approx. £350)</p> <p>Forest school sessions led by FSLA £100 each. (£1200 for 12 sessions. 2-year groups)</p> <p>•Line markings £7,610</p> | <p>improved active breaks for Reception and KS1; KS2 in team games.</p> <ul style="list-style-type: none"> • Resources and activities are inclusive and money has been spent on different activities such as scooters, “Hungry Hippo” wheeled paddle boards etc. • The school’s Covid-19 risk assessment, meant the visitors were limited. The FSLA sessions have been put on hold. • Teachers led their own forest school sessions throughout school year as per Curriculum Map when school was open. • The pupils are fascinated by nature and have a love of learning about animals and their needs. • Pupils enjoy the GoNoodle activities as sensory break in the classroom. These sessions have built back the children’s stamina for physical and mental activity. • The Sports Lead/PPA/Y2 teacher leads by example and teaches about long term benefits of physical activity and healthy living during classroom sessions with pupils in Y1-Y4. Other teachers include this as part of the curriculum. • Uniplay have now completed an | <p>Reception outdoor areas to improve gross and fine motor, on entry.</p> <ul style="list-style-type: none"> • Dough Disco continues, new dough to be sourced or buy the equipment to make it.(Fine motor skills) • Continue using GoNoodle and other active breaks across the school. • Teaching and learning to continue in Healthy living sessions, PSHE and Science Teaching as well as PE lessons. CLs to liaise and share cross-curricular links. • Maintain the Daily Mile as part of breaks - classes to aim to complete the |
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| | | | <p>extensive range of thermoplastic marking on the playgrounds. This has increased movement and physical activity at break and lunch times as well as providing outdoor opportunities for cross-curricular learning via the British Isles map, phonics squares, number caterpillar, alphabet dragon, days of the week rocket, 100 squares, number targets.</p> <ul style="list-style-type: none"> • UniPlay laid Daily Mile Markings on the playground. All classes took part in the Desk to Daily Mile Challenge on their return to school in March 2021. This improved their physical and mental well-being, following National Lockdown. Even though this was actioned separately, as “class bubbles” it brought the school together by participating in a school activity and sharing the excitement at TEAMS assemblies. | <p>Daily Mile at least three times per week. Logging miles: inter school competition.</p> <ul style="list-style-type: none"> • Design and put in place outdoor gym and “Trim Trail” (Gain x3 quotes under finance policy to provide governors with evidence of financial standards being in place. |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | % |
| 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: |
| <ul style="list-style-type: none"> Stakeholders of HWPS know and understand why Sports and physical activity is being promoted across the school. Staff and pupils raise the profile of physical activity across the school by wearing full school PE 'Uniform' on PE days that is suitable for both indoor and outdoor physical activity. This will promote pride in the school community of the importance of physical activity in school. Children know and understand the effects of physical activity on their health and learning. Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and | <ul style="list-style-type: none"> Planned assemblies: Importance of physical activity and links on wellbeing and improved cognition; Rights of the Child. New PE Uniform to be sourced and quotes obtained to cover costs for kit for pupils, teaching staff and TAs to be worn on allocated PE days and outdoor coats for during playtimes. (Due to Covid-19, currently children are coming to school in their PE kits) Posters including "Difference and Diversity" around school. School Council lead on the PESSPA being raised and sharing messages Created by: Supported by: pupils/teachers. Increase Sports or physical activity | <ul style="list-style-type: none"> Quotes to be sourced £2,300 £100 £20 weeks £2,000 | <ul style="list-style-type: none"> Sports/PE Lead has led assemblies in classes linked to physical activity, mental wellbeing, sun safety and healthy eating and lifestyles. Pupils and staff are aware of the importance of sports and physical activity, especially after lock down and self-isolation periods. PE uniform for pupils, sourced and orders taken from all parents. School will provide 1 PE kit per child. All pupils to have the same opportunity to be smart, part of a team and comfortable to move in their clothing - from September 2021 School Council has been limited due to Covid risk assessment – "class bubbles", limited staffing and timetabling of "Recovery curriculum". | <ul style="list-style-type: none"> Continue with healthy living messages and assemblies throughout the school year, with more interaction, with easing of Covid-19 measures. Discussion of pupil's thoughts and ideas to become embedded within the PE lessons. Assessment to be formalised on an individual basis to plan for next steps in teaching and learning, on |

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| <p>physical activity within the school (such as 'sport leader' or peer-mentoring schemes).</p> <ul style="list-style-type: none"> • Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching. | <p>after-school clubs. (From Spring 2021 if COVID-19 compliant)</p> <ul style="list-style-type: none"> • Social media – promote walking, cycling, scooting to school. <p>Re-engage with Play Rangers when able to do so due to Covid RA</p> | <p>£300 ipad</p> | <ul style="list-style-type: none"> • Assemblies and discussions based upon "Difference and Diversity", PE is inclusive. Children are developing a sense that everyone can "have a go" and participate. • See Key Indicator 4 regarding ASClubs. • Most families walk to school; some children ride bikes and scooters. • Promotion of Daily Mile and scooters on school website and social media. • All pupils have the opportunity to use the scooters and scooter boards for active breaks. Timetables were put in place for Covid-19 hygiene measures. | <p>identified areas of need.</p> <ul style="list-style-type: none"> • Continue teaching and learning so that pupils are able to talk more confidently about the importance of physical activity and a healthy lifestyle. • All pupils will come to school on their PE days dressed appropriately for the PE lesson and feel part of the sports, class and school team. Seek stakeholder feedback. • Termly pupil voice, includes school council. • Increase the pupil's knowledge and awareness of physical activity not just in sports and competition. • Use social media |
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| | | | | <p>and school website to share activities in school and what can be done out of school to remain physically and mentally active.</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 | |
| 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>• Curriculum Lead is confident in identifying strengths and areas for development, and reporting on the impact in teaching, learning and assessment (triangulated/ agreed by a member of SLT).</p> <p>• Teachers are clear and confident about their teaching and assessment of Sports.</p> <p>• Pupil outcomes improve and children attain age-related outcomes.</p> <p>• Teachers/Teaching Assistants CPD developed in outdoor learning, pupil values and life skills.</p> <p>• Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school.</p> <p>Assessment is used to inform next steps plans.</p> | <p>Membership of Association for Physical Education</p> <p>Online CPD for Curriculum Lead and staff Real PE</p> <p>Level 5/6 PE subject Leaders course</p> <p>Pupil Voice Questionnaires Teacher Questionnaires</p> <p>Monitoring of lessons</p> <p>Insight Tracking used to collate assessment pupil outcomes.</p> | <p>£95 for 2020-2021</p> <p>Jasmine Platform £245 for 2020-2021</p> <p>Leadership time 6 days over the year £600</p> | <ul style="list-style-type: none"> The membership has provided the Sports/PE Lead with up to date information and risk assessment updates regarding PE throughout the Covid-19 pandemic. The Sports/PE Lead took part in LTA online training and an Inclusion in PE CPD course. Resources provided have been used and shared with relevant staff members. Pupil Voice questionnaires show that pupils enjoy PE lessons and the physical activities that are available to them. Covid-19 “class bubble” measures and staffing levels have prevented the curriculum lead from monitoring across the school. | <ul style="list-style-type: none"> Renew AfPE Membership for 2021/22. Jasmine Platform for REAL PE to be renewed for 2021/22. This now includes Real Dance, Real Gym and Real Leaders. Sports/PE Lead to look at PE coverage over the academic year and monitor outcomes, upon the school’s Covid-19 risk assessment easing of measures. Sports/PE Lead to complete the Level 5/6 PE subject leaders course this academic year. |

| 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: |
| <ul style="list-style-type: none"> •Introducing new sports and physical activities to encourage more pupils to take up sport and physical activities. •Providing more or broadening the variety of extra-curricular activities after school delivered by the school or other local sport organisations | <p>From pupil questionnaires/audit introduce sessions for classes/bubbles to participate in e.g. Dance, Yoga, Basketball, Football, Tennis, Handball,</p> <p>Curriculum Lead to start taking an afterschool club once per week in the spring term. (Due to Covid-19 this would be offered to one class bubble initially and other class teachers asked to run a year group club e.g.Football and Netball.)</p> <p>EYFS TA to lead Balanceability session/club for children in EYFS class from Spring term to help reach Developmental Skills targets of those children.</p> <p>Home learning opportunities share different ideas of sporting activities e.g. yoga, dance, martial arts.</p> | <p>Cost included above.</p> <p>10 x 45minute sessions £100</p> | <ul style="list-style-type: none"> • Clubs and after school activities did not start due to Covid-19 RA for visitors and mixing of bubbles. • School staffing was limited for any after-school activities. • Focus on “catch up” and the recovery curriculum. | <ul style="list-style-type: none"> • Introduce clubs and after school activities for Dance, football, netball, yoga, using outsourced coaches. • Sports/PE Lead to run an after school club to support those with more identified need in skill and motivation to participate. • Balance bikes need servicing and then introduced to pupils during the school day as part of their Physical development. Autumn Term 2021 |

| 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: |
| <ul style="list-style-type: none"> •Introducing new sports and physical activities to encourage more pupils to take up sport and physical activities. •Providing more or broadening the variety of extra-curricular activities after school delivered by the school or other local sport organisations. | Games organised by School Games including cross country and athletics activities. | | Unable to participate due to class bubbles and Covid-19 risk assessment. | Participate in inter and Intra school virtual activities and competitions. Encourage competition including teaching and learning around healthy sportsmanship, linked to SEMH and the school values. |

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| Signed off by | |
| Head Teacher: | Kirsti Ashman |
| Date: | July 2021 |
| Subject Leader: | Clare Godzisz |
| Date: | July 2021 |
| Governor: | |
| Date: | |