

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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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:
<p>The school has growing opportunities for children to be active such as: multiple after-school clubs, whole school event days and a new Marathon Kids programme to inspire children to run and walk marathon distances.</p> <p>The school website identifies Our Sport in school and has regular updates to inform parents, children and staff of what is happening with Sport and PE in school.</p> <p>Children with regular poor behaviour logs were targeted for various sports clubs and activities, both during curriculum time and out of it. This led to a 54% drop in reports for poor behaviour by those children.</p> <p>Reviewed curriculum now covers 18 different sports over a 2-year rolling plan including inclusive sports such as boccia and sitting volleyball as well as activities covered during planned trips such as sailing, archery and climbing.</p> <p>Almost 50% of children in years 5 and 6 represented the school in a sports team during 2018/19. This was on course to be matched during Term 1 2019. 75 pupils across the school took part in a football inter-school competition.</p>	<p>Continue to raise the profile of PE even further. Use Marathon Kids as a whole school approach to increase participation. Create links to Park Kids so that this can continue with family and friends in the community as well as other schemes and local facilities such as Essex University to help children progress through physical activity.</p> <p>Encourage a positive relationship with physical activity as a tool for improving general decline in all aspects of health and wellbeing as a result of COVID19 restrictions using pupil perceptions and similar gauges.</p> <p>Reward children more frequently for their accomplishments in sport during whole school assemblies to increase aspirations of peers, such as medals for representing teams, badges for multiple teams etc. Purchase new kits and jackets to rebrand sports teams and inspire children to be involved in competitions.</p> <p>Work with staff to develop their teaching, knowledge and confidence in teaching PE. Also utilise staff skills and strengths better to broaden options for PE provision in school.</p> <p>Increase opportunities for children in lower KS2 and KS1 to participate in competition. Continue to use inter-school competition to enhance this further.</p>

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? Key indicator 1, 3, 4 and 5			Total Carry Over Funding: £	
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>KI1 Increase scheduled Physical activity across the school.</p> <p>Improve participation levels by targeting barriers (including COVID19) for children that are persistently not participating in PE, physical activity and sport.</p> <p>KI3 Continue to support staff with specialised PE co-ordinator with CPD and curriculum support.</p> <p>KI4 Target Swimming to ensure - at the least- Year 6 have the opportunity to be supported in achieving National Curriculum requirements in key areas</p> <p>KI5 Develop competitive both intra and inter-school opportunities with a specific focus on KS1 and Lower KS2.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Ensure Marathon Kids Track is ready for use and scheduled into timetable once complete.</p> <p>Highlight most vulnerable pupils following pupil perception in PE.</p> <p>Deep Dive Training and follow up to assess PE in school with a focus on teaching from non-PE staff.</p> <p>Book Swimming sessions for year 6 and include additional provision where possible.</p> <p>Renew CDPSSA subscription to ensure</p>	<p>Carry over funding allocated:</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>Marathon Kids Track is complete and ready for Use with Pupils able to access this area despite wet weather. Scheduling usage could enhance this further, especially as social distancing impacts numbers able to use it at the same time.</p> <p>PE co-ordinator deep dive training was successful and follow up support arranged including deep dive focus across the school.</p> <p>Intra school competitions have been successful despite restrictions with many</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>Maintenance and replacement of resources to be placed onto a rolling programme to ensure equipment is fit for purpose and readily available to pupils.</p> <p>Teacher expectations to include sports clubs offering throughout the year. Regular CPD to be made available at least in the form of PE co-ordinator support.</p> <p>Arrange better provision for school swimming to ensure higher quality of teaching and attainment over time.</p>

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	access to as many competitions/events as possible, including virtual ones.		'Virtual' events being used across the whole school.	
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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.	
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.	Unable to assess due to COVID-19 national pandemic.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unable to assess due to COVID-19 national pandemic.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unable to assess due to COVID-19 national pandemic.
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?	Yes/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: £18,480		Date Updated: 15.1.2021	
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:
					%
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?:
<p>Increase scheduled Physical activity across the school.</p> <p>Improve participation levels by targeting barriers for children that are persistently not participating in PE or under achieving.</p>		<p>Schedule Marathon Kids into the school timetable so that children have a chance to complete some distance regularly as part of school routine. This should be daily where possible.</p> <p>Maintain Marathon Kids track, gym trail and other resources/equipment where necessary.</p> <p>Identify barriers to participation by recording regular cases of non-participation and performing a Pupil Perception of PE during a scheduled PE and Sport Deep Dive.</p> <p>Start an intervention with children that have had occupational therapy to fast forward their progress.</p>		£3000	<p>Gross motor skills group is up and running for children with highest requirements.</p> <p>PE co-ordinator working with finance office to prepare rolling plan for upgrading/replacing Equipment and PE resources.</p>

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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:
				%
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>Continue to reward children across the board in all aspects of PE and Sport.</p> <p>Develop a 'Brand' for the school with new attire for staff and Sports teams including Kits.</p> <p>Raise the profile of Sport Leaders to make them a more valued member of the school.</p>	<p>Set up new rewards initiatives to promote School Sport and PE.</p> <p>Purchase two new sports kits (summer sports and winter sports) as well as jackets for team members and coaching/teaching staff.</p> <p>Schedule regular meeting with Sports Council to develop awareness and notoriety of Sports Leaders.</p>	£2000	<p>Children are excited to discover who has been given the PE Golden Award in weekly celebration worships.</p> <p>Certificates are awarded to every child who represents the school in a sports team.</p> <p>Badges were awarded to sports leaders for them to wear proudly as well as hats to help identify them at play times and meet fortnightly as a Sports Council to support development of ideas.</p>	

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>Improve capabilities of all staff in teaching PE so that high provision is continued beyond specialised teachers/coaches.</p> <p>Ensure all staff continue to offer variety of sporting clubs for all pupils.</p>	<p>Identify teachers' strengths and weaknesses based on questionnaire results and offer CPD opportunities to staff with relevant skill set/needs.</p> <p>Weekly modelled / shared teaching lessons for all teaching staff.</p> <p>Plan meetings for staff to support understanding of curriculum, progression maps and lesson plans etc.</p> <p>Staff expectations to include offering after school clubs throughout the academic year.</p>	£6480	<p>Staff Expectations documents now include mandatory offer of at least 1 PE/ Sport club a year, for at least a term. This can be alongside Sports staff as part of their CPD with the expectation that they run some aspect of it during or in the future.</p> <p>All staff offered a Gymnastics refresher course online.</p> <p>PE co-ordinator completed Deep Dive course to support subject leadership skills.</p> <p>PE co-ordinator has planned for all staff to have regular observations with the focus on supporting and developing teaching further.</p>	
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	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:

consolidate through practice:				
Continue to use the two-year rolling programme to allow children access to a good variety of sports/activities.	Review Rolling programme to include after school clubs and External events/tournaments/trips.	£5000	Rolling programme now includes after school clubs to support Teaching Staff expectations and encourage variety of options for children.	
Target Swimming, Handball and Gymnastics for deeper experience opportunities.	Book trips to Essex University to spectate sports events and/or view new sports complex.		Values Trough Actions visit in September gave all children in KS1 and KS2 a karate taster linked to our school values of trust, respect and thankfulness.	
Arrange 'experience days' and Trips to support aspirations and opportunities to experience linked to targeted sports.	Book Birch Hall Residential for Outdoor and Adventurous activities for all year 5 pupils. Support families with costs if necessary in order for children to attend.			

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:
Develop competitive inter-school opportunities for KS1 and Lower KS2. Include intra school competitions termly. Use link schools to support competition physically and virtually.	Sports leaders to arrange and organise termly competitions supported by Lunchtime staff and PE co-ordinator. Arrange opportunities for low level competition within classes to support resilience and sportsmanship. Continue to subscribe to Local Sports association to receive invites to as many local competitions as possible.	£2000 (includes travel costs)	Lunchtime football league was introduced to allow some competition for children. Virtual fitness competition was arranged between classes with a whole school Virtual workout arranged during Children in Need day. Indoor athletics competition was arranged during PE lessons with individuals aiming to beat their class mates, other members of their year group as well as children from another school in our trust.	

Signed off by: Mark Carter-Tuffnell	
Head Teacher:	Mark Carter-Tufnell
Date:	21.01.21
Subject Leader:	Filipe Carvalho
Date:	15.01.2021
Governor:	Carole Adams

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Supported by:



Date:	21.01.21
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