

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:

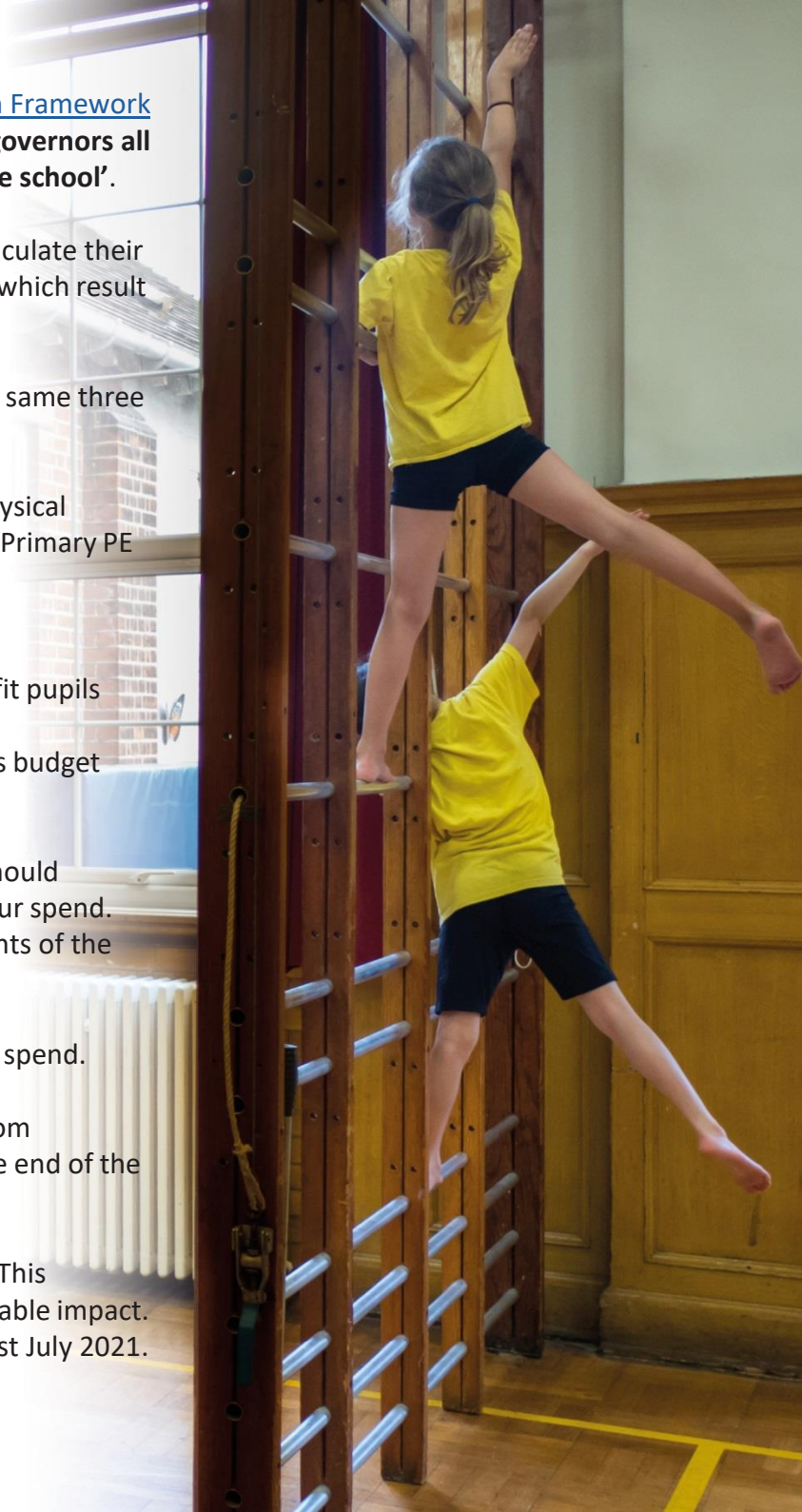
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 2020/21 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"> • Increased amount of time being spent active during PE lessons due to implementation of new uniform policy (wearing PE kit to school on a specific day) • Introduction of a daily 'Get Active' session (15 mins) either within the classroom or the daily mile round the school field. • Introduction of new sports into the curriculum - boccia, tri golf, NAK, hammer/shot put • Engagement in the Arthog Outdoors remote learning provision for year 6 • Whole school team building day • Deployment of a PE facilitator to support delivery of the PE curriculum. 	<ul style="list-style-type: none"> • Reengagement with competitive sport through the school sports partnership programme of events (only remote participation currently due to Covid -19) • Improvement of facilities so that the daily mile can be embedded into our PE provision throughout the year. • Gymnastics CPD for all staff due to a long period absence from the curriculum (linked to Covid -19)

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 £1340
+ Total amount for this academic year 2020/2021 £3858.17 (22%)
= Total to be spent by 31st July 2022 £5198.17

<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>	84%
<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>	84%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	84%
<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>	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: £		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:
					23%
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>Children to learn exercise habits that will be used throughout their lives.</p> <p>Children to develop physical fitness, stamina and understanding of their bodies during exercise.</p>		<ul style="list-style-type: none"> Children take part in 'Get Active' sessions on a daily basis within the classroom or daily mile Children take part in 'Active Lunchtimes' on the playground. 		<p>Calm Brain Platform £1000</p> <p>Staffing £3000</p>	<p>Children encouraged to be physically confident and develop a positive lifestyle</p> <p>Improve facilities so that the daily mile can be accessed throughout the year.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					4%
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:
Provide opportunities for year 6 to become leaders. Ensure knowledge and access to opportunities is current.	Train year 6 to lead sports for the younger pupils as part of the whole school 'Olympics' mini adventure. PE Coordinator attend School Sports Partnership Virtual meetings	Staffing £800	Pupil voice following whole school 'Olympics' mini adventure New opportunities accessed. PE noticeboard to display evidence.	Implement similar programme next year as part of whole school 'Commonwealth Games' mini adventure.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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 embed the PE curriculum, ensuring it is right for all our children To equip children with the vocabulary to articulate their learning	<ul style="list-style-type: none"> Employment of a PE facilitator who can team teach with staff across the school and attend training courses. Cricket CPD through observations of Chance to Shine coach Develop a progression vocabulary bank for 	Staffing £3000 PD Day 3.1.21 £200 Equipment £1000	High quality physical education delivered, alongside the core PSHE curriculum of staying healthy Teachers build vocabulary so that children know more and remember more. Up to date knowledge is acquired	A consistent approach to the delivery of PE will be evident across all year groups.

	subject incorporating tier 3 words from Chris Quigley training			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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:
Introduce new sports into the curriculum	Purchase boccia, NAK and tri golf equipment. PE facilitator to support staff training in use of new equipment and rules of the sports	Equipment £500 £2500	Children are active across a range of curricular subjects.	Resources can be used in future years.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Ensure that a range of competitive sporting opportunities are offered to children despite the restrictions faced due to COVID-19	Participate in the virtual sporting competitions organised by the School Sports Partnership	SSP Membership £1300 Staffing £500	All children will have the opportunity to represent their school and be selected for the 'School Games' competitions	Use the resources for future intra school competitions. Enter the full calendar of competitive sports in the academic year 2021/2022

Signed off by	
Head Teacher:	<i>S. Staniforth</i>
Date:	22.07.2021
Subject Leader:	K.Greenhead
Date:	21.7.21
Governor:	<i>P Heffernan</i>
Date:	22.07.2021