

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:

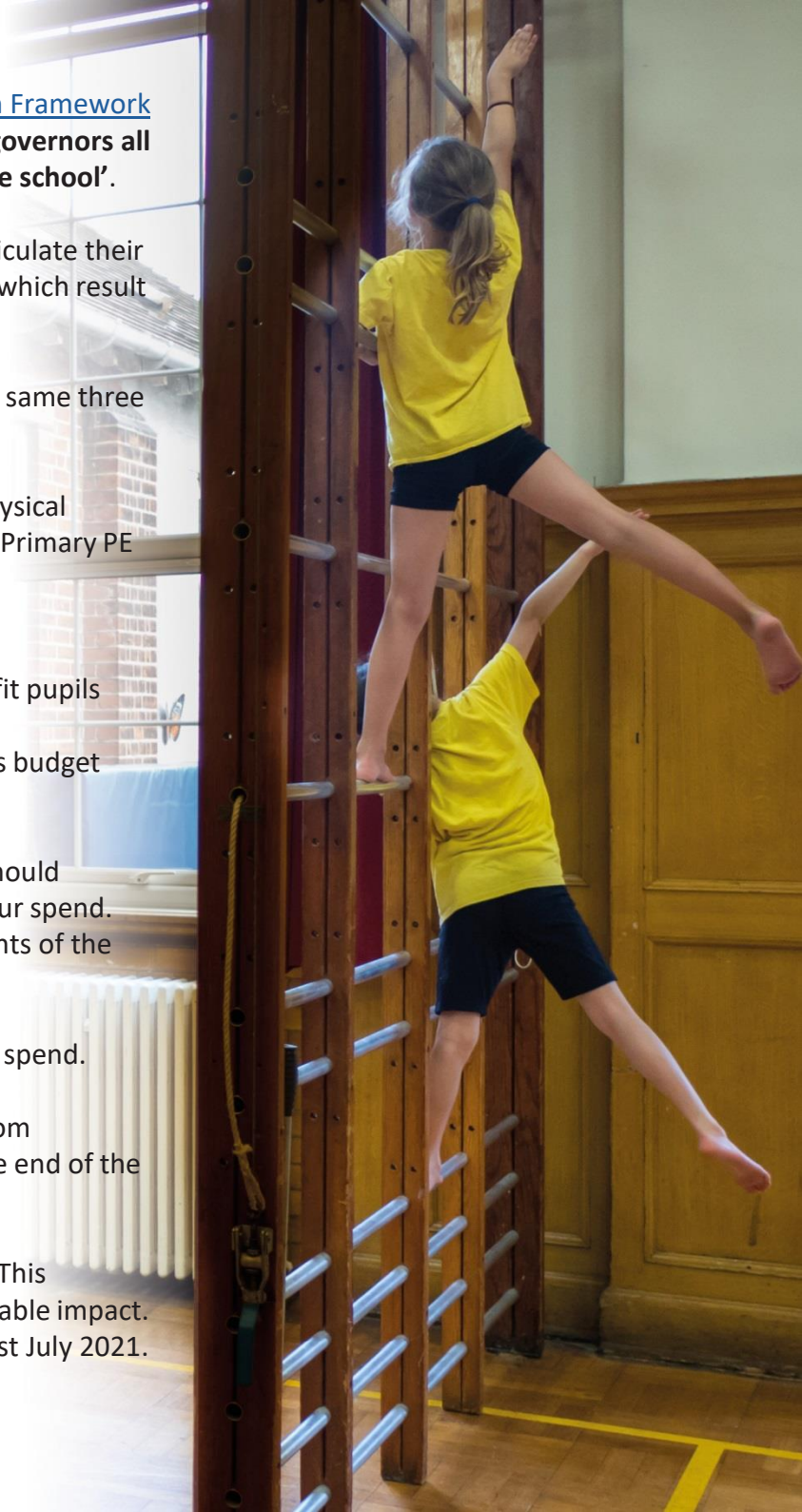
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 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>Government guidelines of increasing children's physical activity to at least 30 minutes over a school day have been implemented across the school.</p> <p>There has been a raised awareness of the importance of physical activity and health and well-being to staff, children and parents.</p> <p>There has been an offering of a wider range of extra-curricular clubs across the school.</p> <p>Play leader has provided structured playtime opportunities at lunchtimes to all children to encourage them to be physically "active". Benefits include the development of core motor skills, fitness and mental well-being as well as increased social integration.</p> <p>New PE curriculum and assessment system has begun to be implemented by staff and monitored by PE co-ordinator.</p> <p>Purchased additional PE and sports equipment to reduce the sharing between bubbles.</p> <p>Health and safety policy updates in line with government guidelines and shared with all staff.</p>	<p>To continue to increase confidence, knowledge and skills of staff from observations in teaching PE and sport through CPD with Streetly (Autumn term - PE delivery training)</p> <p>To increase physical activity for pupils who are inactive or disengaged from physical activity during lunch times - teachers to choose target children from observations and liaise with PE Co-ordinator to ensure they are accessing play leader more regularly.</p> <p>To continue to develop the assessment system for PE - PE co-ordinator to monitor teacher's evidence of assessment termly and give feedback staff meetings.</p> <p>To increase lunchtime supervisor's confidence in managing behaviour and leading active sessions - training for all lunchtime supervisors to take place with Streetly and paired sessions over a two week period with the play leader during lunchtimes. PE Co-ordinator to monitor this through surveys and observations.</p> <p>To allow Year One and Two children to organise activities during lunchtimes - Teachers to choose a group of Year One and Year Two children to become play leaders during lunchtimes - Streetly to carry out sessions to train children as play leaders and lunchtime supervisors to monitor this.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

<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>	n/a
<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>	n/a
<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>	n/a
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	n/a
<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>	n/a

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:	
			%	
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 ensure all children are being physical active for at least 30 minutes during the school day.	PE Co-ordinator (TLR) - informing planning, liasing with teaching staff and monitoring Teaching staff - monitoring children's physical activity throughout the day, highlighting times children are physically active on timetables	£2796	Due to COVID-19 staff have been unable to consistently monitor children's activity throughout the year. When children have been in school they have: <ul style="list-style-type: none"> - Had 2 hours of PE lessons a week - Had 2 hours extra physical activity for the first 5 weeks of the year - however due to rising cases of COVID-19 in our area and local government guidelines in regards to bubbles this had to be suspended in order for Reception to have outdoor provision. 	Teaching staff to observe children in class and PE lessons and highlight children who are disengaged from physical activity termly. Target children from each class to attend play leader more regularly to help increase their fitness and alter their attitude towards physical activity - PE co-ordinator to monitor this termly. Children to have an additional hour a week being physically active outside - evidence of this will be on timetables

	<p>Lunch time play leader providing adult-led activities and liaising with staff - 5 x 1 hour per week</p>	<p>£9,635.00</p>	<p>- SEND children have had an extra 50 minutes of physically activity a week.</p> <p>When children have been in school:</p> <p>Has given children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provided children with fun/challenging games which has developed children's confidence, social skills and other key skills e.g. agility, aiming, balance, flexibility, speed etc.</p> <p>Children are fully engaged in the sessions and enjoy working in a team and also competing against one another (see children's views sheet).</p> <p>Sessions have given children ideas on how to be more active at home.</p>	<p>To increase the % of children who access the play leader group at least once over two week period to 80%. Play leader to go to classes to call</p> <p>To increase the active sessions to 30 minutes per year group daily.</p> <p>To liase with Premier to discuss play leader expectations for the academic year</p> <p>CPD - Lunchtime supervisors to work alongside play leader over a two week period to develop their confidence using behaviour management strategies and delivering physical activities during lunchtimes</p> <p>Weekly certificates to be awarded once every two weeks to children in assemblies which will give children a sense of achievement and encourage others to take part more independently.</p> <p>PE coordinator to liaise with</p>
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				teaching staff termly in order to create a target group of children who are inactive or disengaged in physical activity to attend sessions more regularly.
To ensure all children's fitness levels improve throughout the year	PE Co-ordinator (TLR) - informing planning, liaising with teaching staff Teaching staff - monitoring children's fitness levels throughout the year through formative assessment, highlighting target children for interventions including SEND	£2796	Class teachers have been able to use the assessment lessons as starting points to inform planning. Showed children's fitness levels/core strength at the beginning of the year which has informed teachers about target children for interventions. Identified children who still might need additional support because they are inactive or disengaged by physical activity. Due to COVID-19 staff have not been able to reassess children's fitness levels/core strength in the Spring/Summer term.	Teachers to monitor children's fitness levels through formative assessment/fitness tests each term Target children from each class to attend play leader more regularly to help increase their fitness and alter their attitude towards physical activity - PE co-ordinator to monitor this termly Teacher staff to provide photo/video evidence of assessment termly to show progress throughout the year - PE coordinator to monitor this termly
To encourage and inspire children to take part in a range of sports.	Premier Education - running a range of lunch time clubs once a week	£1,947.50	100% of children were allocated 2 clubs this year however due to COVID-19 restrictions and government guidelines no clubs have taken place this year.	CPD - Lunchtime supervisors to work alongside play leader over a two week period to develop their confidence using behaviour management strategies and delivering physical activities during lunchtimes Sports coach to collect children from classes every lunch time to ensure all children are attending clubs.

				<p>Office to send messages to remind teachers to send children to clubs.</p> <p>Class teachers and sports coaches to ensure they register children at the start of the club to highlight children who may not be attending.</p> <p>SEND children to be pre warned about a club they will be attending and attend clubs with their LSA for a shorter period of time.</p> <p>Stickers given during clubs for achievements e.g. resilience, personal best, working well in a team etc.</p>
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through free Change4Life apps. Workshops would have highlighted how much sugar, saturated fat and salt is found in everyday food and drink that their children consume. Workshops would have promoted Change4Life free apps which encourage families to choose healthier options by scanning the barcode of products allowing parents to compare brands, and features food detective activities for children and mini missions the whole family can enjoy.

Staff have used new PE milestones/assessment from September to monitor children's progress termly - Monitoring showed that all KS1 staff were using this to inform planning. Planning this year has showed a clear structure and series of lessons in order to develop key skills and go 'deeper' to master skills and use them in different contexts.

Virtual CPD - 18.03.21

Highlighting government guidelines and procedures for PE and what it should look like in September. PE policy updated with new guidelines for health and safety measures for September and will be shared with staff during a staff meeting.

Meeting - 16.06.21

Discussions about measuring the impact of PE and sports funding and future spending.
Plan made for 2021/22 including CPD for teaching staff and lunchtime supervisors, play leaders and workshops.

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>To ensure all children are being physical active for at least 30 minutes during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	Premier Education - running a range of lunch time clubs once a week	£1,947.50	100% of children were allocated 2 clubs this year however due to COVID-19 restrictions and government guidelines no clubs have taken place this year.	<p>Sports coach to collect children from classes every lunch time to ensure all children are attending clubs.</p> <p>Office to send messages to remind teachers to send children to clubs.</p> <p>Class teachers and sports coaches to ensure they register children at the start of the club to highlight children who may not be attending.</p> <p>SEND children to be pre warned about a club they will be attending and attend clubs with their LSA for a shorter period of time.</p> <p>Stickers given during clubs for achievements e.g. resilience, personal best, working well in a team etc.</p>

		<p>through free Change4Life apps. Workshops would have highlighted how much sugar, saturated fat and salt is found in everyday food and drink that their children consume. Workshops would have promoted Change4Life free apps which encourage families to choose healthier options by scanning the barcode of products allowing parents to compare brands, and features food detective activities for children and mini missions the whole family can enjoy.</p> <p>Staff have used new PE milestones/assessment from September to monitor children's progress termly - Monitoring showed that all KS1 staff were using this to inform planning. Planning this year has showed a clear structure and series of lessons in order to develop key skills and go 'deeper' to master skills and use them in different contexts.</p> <p>Virtual CPD - 18.03.21 Highlighting government guidelines and procedures for PE and what it should look like in September. PE policy updated with new guidelines for health and safety measures for September and will be shared with staff during a staff meeting.</p> <p>Meeting - 16.06.21</p>	
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			Discussions about measuring the impact of PE and sports funding and future spending. Plan made for 2021/22 including CPD for teaching staff and lunchtime supervisors, play leaders and workshops.	
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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 ensure all children's fitness levels improve throughout the year	PE Co-ordinator (TLR) - informing planning, liaising with teaching staff Teaching staff - monitoring children's fitness levels throughout the year through formative assessment, highlighting target children for interventions including SEND	£2796	Class teachers have been able to use the assessment lessons as starting points to inform planning. Showed children's fitness levels/core strength at the beginning of the year which has informed teachers about target children for interventions. Identified children who still might need additional support because they are inactive or disengaged by physical activity. Due to COVID-19 staff have not been able to reassess children's fitness levels/core strength in the Spring/Summer term.	Teachers to monitor children's fitness levels through formative assessment/fitness tests each term Target children from each class to attend play leader more regularly to help increase their fitness and alter their attitude towards physical activity - PE co-ordinator to monitor this termly Teacher staff to provide photo/video evidence of assessment termly to show progress throughout the year - PE coordinator to monitor this termly

<p>To increase teaching staff confidence, knowledge and skills in the teaching and assessment of PE and sport.</p>	<p>Premier Education - paired teaching once a week 1 x Reception staff (once a week for half a term) 1 x Year Two staff (twice a week for half a term)</p>	<p>£60 per session Total = £1,260</p>	<p>Paired Teaching Outcomes:</p> <ul style="list-style-type: none"> - Gave support and guidance to new Year Two teacher in lessons. - Gave teachers support and guidance with differentiation in lessons and planning series of lessons. - Sports coach gave regular feedback to Senior Leaders which allowed them to monitor and support new Year Two teacher in PE lessons and give additional paired teaching with staff members. 	<p>CPD training for staff - 2 staff members to attend training to increase confidence in delivering PE (chosen from observations).</p> <p>Lunchtime supervisor training to take place during the Autumn term.</p>
	<p>Streetly Network</p>	<p>£500</p>	<p>Lunchtime staff training Outcomes: Allowed staff to have discussions around lunchtimes and address any concerns. Gave staff ideas on how to manage behaviour during lunchtimes. Due COVID-19 staff were not able to put in place many strategies with the children as schools were closed to most pupils and lunchtime routines were altered to be in line with government guidelines.</p>	<p>To continue to access advice and guidance for health and safety during Autumn term.</p> <p>To plan a parent/child workshop during the year for all year groups.</p> <p>Lunchtime supervisor training to take place during the Autumn term.</p> <p>CPD training for staff - some staff members to attend training to increase confidence in delivering PE.</p>
<p>Virtual CPD - 18.03.21</p>				

Highlighting government guidelines and procedures for PE and what it should look like in September. PE policy updated with new guidelines for health and safety measures for September and will be shared with staff during a staff meeting.

Meeting - 16.06.21

Discussions about measuring the impact of PE and sports funding and future spending.

Plan made for 2021/22 including CPD for teaching staff and lunchtime supervisors, play leaders and workshops.

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:
<p>To ensure all children are being physical active for at least 30 minutes during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	Premier Education - running a range of lunch time clubs once a week	£1,947.50	100% of children were allocated 2 clubs this year however due to COVID-19 restrictions and government guidelines no clubs have taken place this year.	<p>Sports coach to collect children from classes every lunch time to ensure all children are attending clubs.</p> <p>Office to send messages to remind teachers to send children to clubs.</p> <p>Class teachers and sports coaches to ensure they register children at the start of the club to highlight children who may not be attending.</p> <p>SEND children to be pre warned about a club they will be attending and attend clubs with their LSA for a shorter period of time.</p> <p>Stickers given during clubs for achievements e.g. resilience, personal best, working well in a team etc.</p>

	<p>Lunch time play leader providing adult-led activities and liaising with staff - 5 x 1 hour per week</p> <p>PE coordinator - monitoring sessions and updating staff</p>	<p>£9,635.00</p>	<p>When children have been in school:</p> <p>Has given children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provided children with fun/challenging games which has developed children's confidence, social skills and other key skills e.g. agility, aiming, balance, flexibility, speed etc.</p> <p>Children are fully engaged in the sessions and enjoy working in a team and also competing against one another (see children's views sheet).</p> <p>Sessions have given children ideas on how to be more active at home.</p>	<p>Meeting with Premier manager to discuss expectations of play leader from September 2021.</p> <p>CPD - Lunchtime supervisors to work alongside play leader over a two week period to develop their confidence using behaviour management strategies and delivering physical activities during lunchtimes</p> <p>PE coordinator to liaise with teaching staff termly in order to create a target group of children who are inactive or disengaged in physical activity to attend sessions more regularly.</p> <p>Target children from each class to attend play leader more regularly to help increase their fitness and alter their attitude towards physical activity - PE co-ordinator to monitor this termly.</p> <p>Children to have an additional hour a week being physically active outside - evidence of this will be on timetables</p> <p>To increase the % of children who access the play leader group at least once over two</p>
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				<p>week period to 80%. Play leader to go to classes to call</p> <p>To increase the active sessions to 30 minutes per year group daily.</p> <p>Weekly certificates to be awarded once every two weeks to children in assemblies which will give children a sense of achievement and encourage others to take part more independently.</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:
To increase participation in competitive sport.	PE Co-ordinator (TLR)	£2796	Unfortunately competitions were unable to take place this year due to COVID-19 restrictions and government guidelines.	SEND children to take part in a competition. Selected children to take part in gymnastics competition outside of school. All children to take part in sports day during the summer term.

Signed off by	
Head Teacher:	D Naffash
Date:	19.7.21
Subject Leader:	s.davis
Date:	19.7.21
Governor:	c.hunt
Date:	19.7.21