

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:

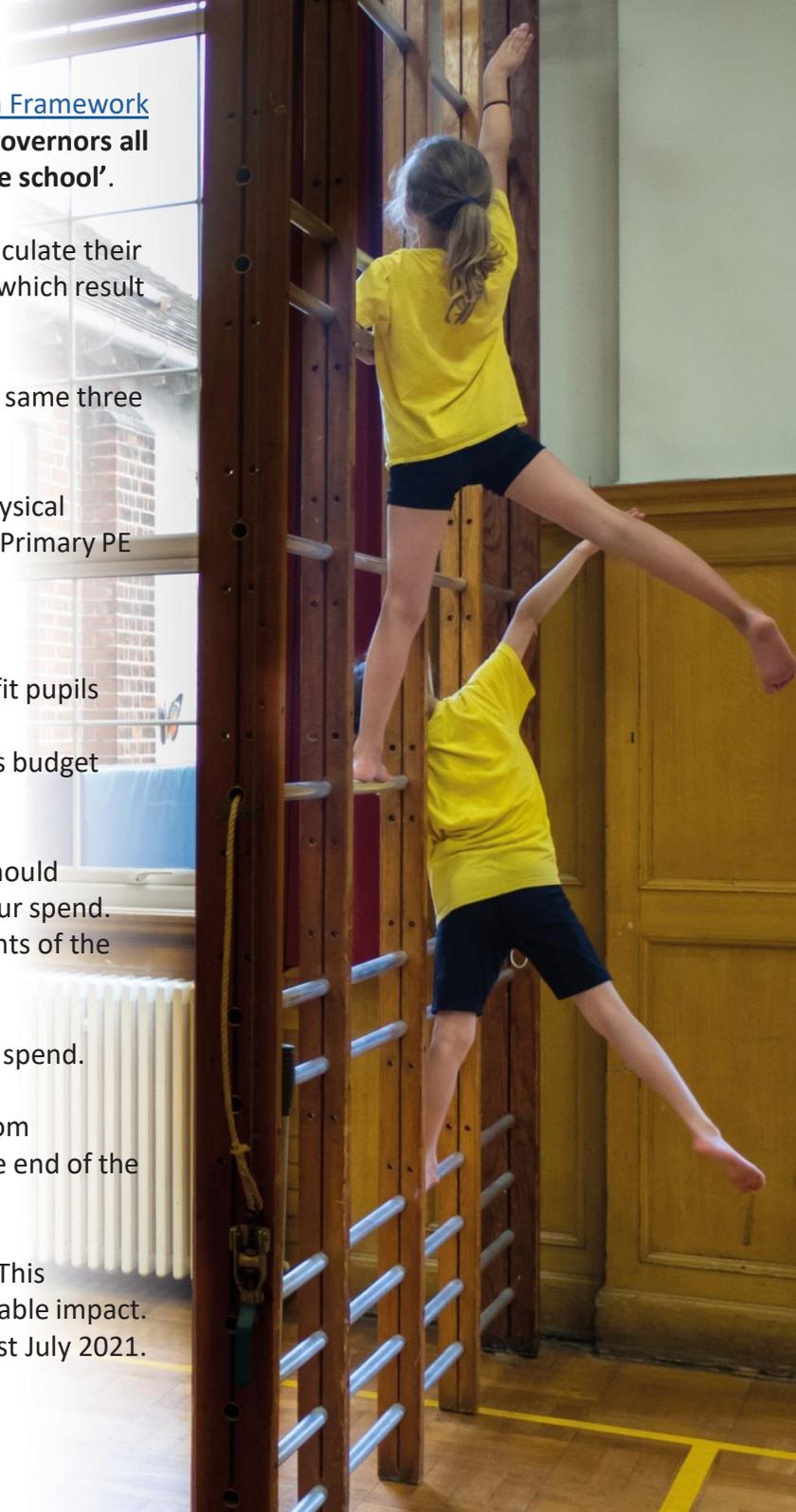
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

PLANS FOR 2021 AND 22 ACADEMIC YEAR

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:
<p>New PE lead appointed to teach PE throughout the school. This ensures breadth of coverage and clear progression of skills taught.</p> <p>Each year group had their own Sports Day. This involved 'Round Robin' activities in teams as well as individual running events.</p> <p>Interest and effort in the Daily Mile has been maintained with the 'Race to Tokyo'. As a whole school, we have completed the 5000 miles from High Ham to Tokyo</p> <p>All children in the school have taken part in a variety of planned Forest School activities with the trained Forest School teacher.</p> <p>Children taking part in learning opportunities about what constitutes a healthy, balanced diet and cooking from a range of recipes to produce healthy foods to taste and evaluate.</p>	<p>We are looking forward to the opportunity to restart CLP sporting fixtures next academic year.</p> <p>Use UKS2 play leaders to ensure children are engaged and enjoying physical activity at playtimes.</p> <p>Make more of National Sports Week and introduce children to new sports.</p> <p>Increase range of extra-curricular PE clubs on offer to all pupils</p> <p>Increased staff confidence in teaching PE</p>

Adult play leaders encourage and lead play with groups of children at every playtime- particularly those having friendship issues or lacking enthusiasm in taking part in games or social interactions.

Sports Twitter is regularly updated with any sporting activities children have taken part in and any helpful sporting information for children and parents.

Interest and emphasis on sport has been heightened using the UEFA European Football Championships. The school had a themed day to celebrate England's progress through the tournament.

During lockdown, we entered a national sports challenge for schools where each week, each class participated in a different sporting challenge to earn points for the school.

We took part in Children's Mental Health Week. During this, we launched our own 'Activity Passport', which had a range of challenges for children to do and raised awareness of the link between physical activity and mental health.

Did you carry forward an underspend from 2020/21 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 Nil

+ Total amount for this academic year 2021/2022 £17,450 (plus school budget to cover CLP fee @ £600)

= Total to be spent by 31st July 2022 £17,450

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LOTTERY FUNDED

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>NB: This will be filled in July 2022</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>	
<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>	
<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: 100% - all areas linked
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?:
<ul style="list-style-type: none"> Educate children in the value and benefits of a healthy active lifestyle. Ensure high quality PE develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. Children involved in 2 hours of PE lessons per week, daily mile as well as regular DPA led by sports lead. Raise awareness of the best places to take part in sport and physical activity outside of school. 		<ul style="list-style-type: none"> PE lessons for all classes to be lead by new PE lead. Daily mile to be given regular challenges and themes to maintain interest. PE teacher to lead regular DPA for each key stage. 		@£17,450 (part of senior teachers salary which can be dedicated to school sport)	
Sustainability and suggested next steps:					

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 100% - all areas linked
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"> • Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. • Use sporting role models used to engage and raise achievement • Ensure PE and school sport is visible in the school • High quality PE lessons delivered during curriculum time. • School staff better equipped/ more confident to teach PE in school • Monitoring use of schemes and whole school PE coverage • Pupils to be aware of the need for an active healthy lifestyle 	<ul style="list-style-type: none"> • Use assemblies, notice boards, school website, local press, pupil rewards and recognition in order to ensure PE and school sport is visible. • Use of observations by class teachers to develop confidence teaching PE. • School to continue its participation in CLP competitions and sport taster sessions • Set up whole school healthy cooking sessions led by a TA to develop the children's taste for healthier foods. 	@£17,450 (part of senior teachers salary which can be dedicated to school sport)		

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 100% - all areas linked
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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"> Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. PE teacher delivering the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i> 1:1 lesson observations to monitor staff effectiveness and confidence 	<ul style="list-style-type: none"> Provide opportunities for staff to access CPD opportunities Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Purchase quality assured resources to support teachers and support staff. PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. 	@£17,450 (part of senior teachers salary which can be dedicated to school sport)		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 100% - all areas linked
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"> • Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. • Continue to offer additional extra- curricular opportunities for all pupils to take part in physical activity and sport • Providing additional links to community sports clubs • Children participate in festivals/ tournaments held through CLP. 	<ul style="list-style-type: none"> • Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. • Review extra-curricular activities through pupil voice • Use sports coaches to provide extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school • To keep the website/Sports Twitter feed up-to-date with range of clubs currently on offer • Children to attend the 	<p>@£17,450 (part of senior teachers salary which can be dedicated to school sport)</p> <p>£600 CLP fee</p>		

	<p>extra-curricular clubs.</p> <ul style="list-style-type: none">• School to enter children into sporting festivals/ competitions.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				100% - all areas linked
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"> • Provide opportunities for all children to challenge themselves through both intra and inter school sport • Increased participation in School Games competitions. • Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. • Enter external events to give pupils the opportunity to compete against other schools • Investigate further use of virtual inter house competitions/ children leading own events 	<ul style="list-style-type: none"> • Attend competitions run by the CLP • Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. • Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. • Regular (termly), intra-house sports competitions for pupils across different sports. • To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 	@£17,450 (part of senior teachers salary which can be dedicated to school sport) £600 CLP fee		

Signed off by	
Head Teacher:	Jane Rosser
Date:	16/7/21
Subject Leader:	Tom Briggs

Date:	16/7/21
Governor:	Rupert Little
Date:	16/7/21

NB: The blue section and the impact will be filled in during July 2021