

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:

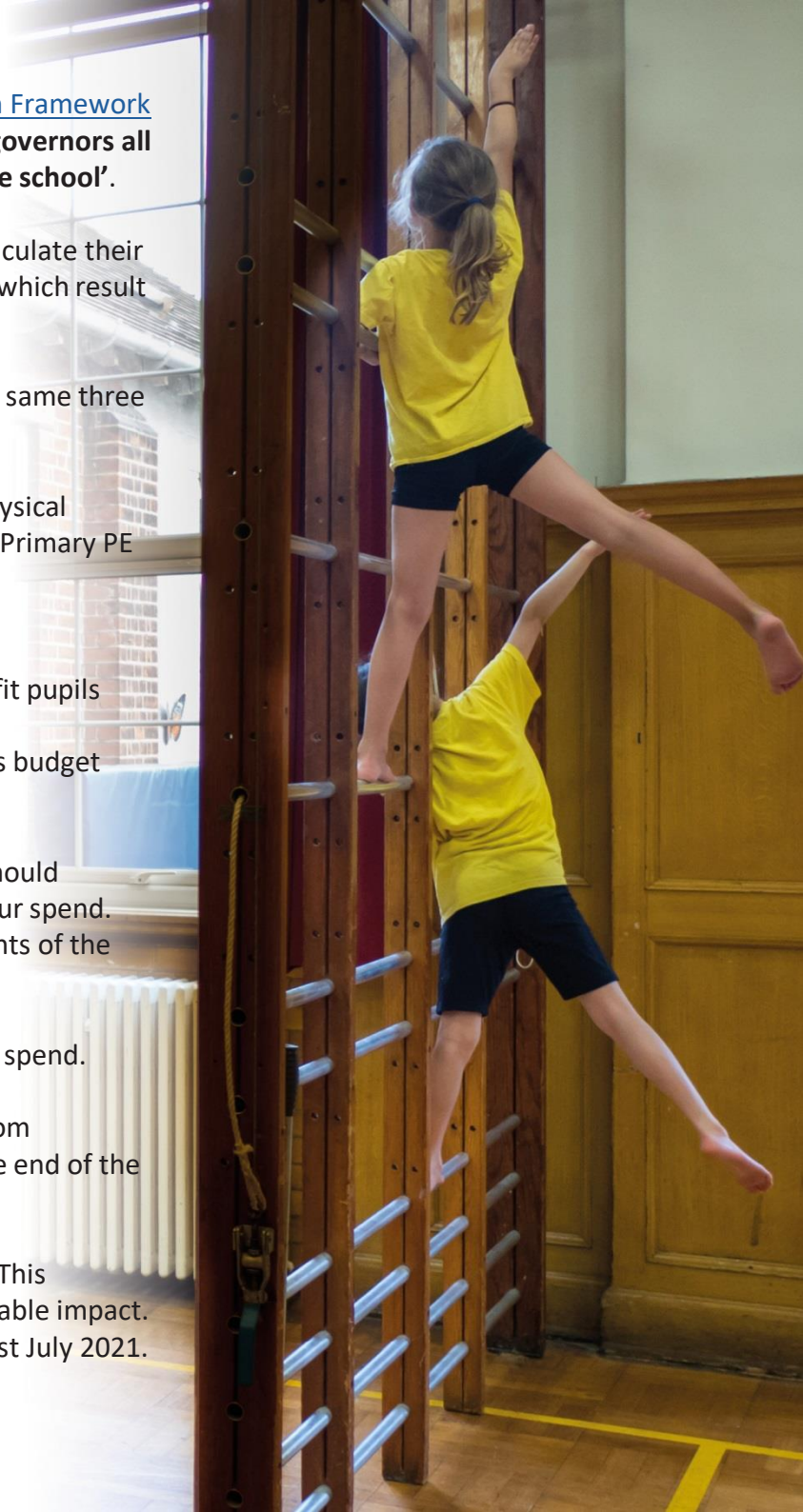
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<ul style="list-style-type: none"> • Cross bar coaches now working 3 days per week in school, supporting all areas of the PE curriculum. Cross bar coaches have been used to teach the PE curriculum across all year groups as well as support the teaching of swimming to KS2 classes in the summer term. • Purchase, installation and maintenance of Outdoor Gym equipment which can be used all year round. • Use of qualified swimming coach for teaching non-swimmers and provision of transport to and from the swimming pool for children in Years 3,4,5 & 6. • Purchase of equipment to provide further physical activity at dinner-time ~ Balls, skipping rope, tennis balls, skittles, Frisbees, stilts etc. 	<ul style="list-style-type: none"> • Purchase of new PE resources (footballs, tennis balls, bibs, racquets etc) to replace worn out equipment. (£500) • Funding of Arthog Outreach for those children who do not take part in the year 6 residential visit. (£250) • Involvement in inter-school tournaments. • Schools football team. • Purchase of Football kit. • Increase participation in inter school and intra school competitions. (£60 per event).

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 £.....

+ Total amount for this academic year 2020/2021 £.....

= Total to be spent by 31st July 2021 £.....

<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. Please see note above.</p>	24/29 = 83%
<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>	22/29 %= 76%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	20/29 = 69%
<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>	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: £18,189		Date Updated: 23.09.21		
Key indicator 1: The engagement of all 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?:	
<ul style="list-style-type: none"> - Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day. - Re-launch of 'Active Play' lunch times ensuring all pupils can take part in supported by sports coaches 		<ul style="list-style-type: none"> - Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. - Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. - Build links with local community sports clubs - Develop action plan - Lead assemblies on importance of physical activity - Develop sports teams that can compete in inter-school team competitions. 		£1,000	<ul style="list-style-type: none"> - Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of fair play - Pupils activity at lunch and break increased - Children taking part in daily additional activities regularly - children across the school more active on a daily basis and enjoy being active - More healthy and active cohort of children - Improved BMI scores at year 6. 	Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:	
					87.5%	

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. - Develop the strong curriculum links between PSHE – Healthy me, science topics on healthy living and sports. - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development? - Use sporting role models used to engage and raise achievement? - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time using the professional cross bar coaches. 	<ul style="list-style-type: none"> - Ensure subject links between PSHE , PE and Science are made in all classes and the message of healthy living in continually communicated. - Use cross bar sports coaches for 3 days per week to enhance the teaching of PE across the school. - Start to develop interschool competition once COVID restrictions are lifted. 	£ 15,689	<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school – SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer 	<ul style="list-style-type: none"> -Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/PE policy – - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

5%

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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>- 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.</p> <p>- To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons</p> <p>- to increase their confidence in delivery of the subject.</p> <p>- 1:1 lesson observations to monitor staff effectiveness and confidence -</p> <p>Questionnaire to monitor pupil and staff attitudes towards progression in PE</p>	<p>- Provide opportunities for staff to access CPD opportunities through the Use of specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE</p> <p>- PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus)</p> <p>- Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</p> <p>-Liaise with other local schools to share knowledge and expertise.</p>		<p>- Increased staff knowledge and understanding</p> <p>- All teachers able to more confidently plan, teach and assess National Curriculum PE</p> <p>- More confident and competent staff evidenced through feedback and lesson observations</p> <p>- More sustainable workforce</p> <p>- Enhanced quality of provision -</p> <p>Increased pupil participation in competitive activities and festivals</p> <p>- Increased range of opportunities –</p> <p>- A more inclusive curriculum which inspires and engages all pupils -</p> <p>Increased capacity and sustainability</p> <p>- Continued progression of all pupils during curriculum PE lessons.</p> <p>- Questionnaires/interviews inform us that pupils enjoy their PE lessons</p> <p>- Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</p>	<p>- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities</p> <p>- Further 1:1 lesson observations to monitor staff effectiveness and confidence</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

2.5%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p> <p>£500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>-Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>-Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport.</p> <p>- Increase opportunities for KS1 children</p> <p>- Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p>	<p>-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</p> <p>-To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year)</p> <p>- School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey</p> <p>- Equipment continues to provide opportunities during break and lunchtimes.</p> <p>- Children to attend the extra-curricular clubs.</p>		<p>- Engaged or re-engaged disaffected pupils</p> <p>- Increased pupil participation</p> <p>- Enhanced quality of delivery of activities</p> <p>- Increased staffing capacity and sustainability</p> <p>- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</p> <p>- Coaches signposting children to community sessions</p>	<p>- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p> <p>- Further increase opportunities for KS1 children – in and out of school</p>
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Key indicator 5: Increased participation in competitive sport				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"> - Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events - start to provide after school, clubs once covid restrictions are eased 	<ul style="list-style-type: none"> - Engage with Telford and Wrekin Sports partnerships to get invites to more interschool sports competitions - Make contact with providers of after school clubs such as dance and chin woo. - Identify a set number of competitions/events to provide transport to. - Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals 	£ 0 so far	<ul style="list-style-type: none"> - Improved percentage of children taking part in competitive sport. - Begin to achieve sporting success in intra school competition. 	<ul style="list-style-type: none"> -Review attendance data and identify children for appropriate opportunities - Further widen opportunities for pupils to take part in competitive sporting events

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	