

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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SPORT
TRUST



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:
<ul style="list-style-type: none"> 8 Sports Captains applied were selected in the Autumn term. 19 Play Leaders were appointed in the Spring term. All children have been good role models for healthy physical habits. They have supported younger children and their peers in sporting activities and lead simple games. Unfortunately, due to Covid, the new Sports Captains and Play Leaders were not able to be trained after Easter. Adult Play Leaders running and overseeing a range of indoor and outdoor activities at lunchtime including table tennis, dance, running, athletics, yoga, tag-rugby, rounders and tennis, the number of children participating in organised activities has increased term on term. Children were proud to represent their school in competitions and receive certificates in assembly. The after school gymnastic club celebrate their success by performing to their parents at the end of each term. Children are proud to share their achievements outside of school by bringing in certificates gained in sporting and other extracurricular activities. These are displayed in the entrance hall. Unfortunately, due to Covid, sports day, sports week and Tokyo day to celebrate the Olympics were all cancelled. (Pre Covid) all staff, who deliver PE, were using plans from Get Set PE. All children are being delivered well-planned and resourced PE sessions twice a week. (Pre Covid) Every lunchtime, there is at least 2 adults running activities. There is always an indoor option of table tennis, yoga, dance and more or an outdoor option of 4 square, running, rounders, tennis, hockey and more. The trained Y5/6 Play Leaders also run simple games and activities that children can join in with. Children have a wide range of opportunities to be active during lunchtimes and there is a good uptake from children from KS1 and 2. (Pre Covid) Children enjoyed taking part in taster days at the local Secondary School and through the cluster competing in a variety of competitions. Whole year groups have been given opportunities to try new sports and receive specialised coaching; Y1 children had a gymnastic taster day. Disadvantaged children have been prioritised and given opportunities to attend netball and football competitions. Pre Covid, there was a high take up for before and after school clubs. Clubs are often oversubscribed. Children have enjoyed attending a wide range of clubs. 	<ul style="list-style-type: none"> When restrictions ease new Sports Captains and Play Leaders will be trained to offer sporting opportunities to children across all years of the school. Continue to monitor and evaluate clubs offered on a termly basis. Offer to target groups, liaise with Pastoral Support to ensure vulnerable groups are supported and included. Continue to monitor effectiveness of Daily Mile – are all teachers managing to complete it? Easing of restriction permitting, modified sports day/sports week/ Olympic/ Wimbledon celebrations could occur in some capacity to allow children to showcase talent, be proud of sporting talents and experience new sports. PE Lead to investigate possibility of leading an inspirational assembly once a term to motivate and engage students. PE Lead to continue to investigate ways to upskill staff. PE Lead to find opportunities to observe best practise when restrictions allow. Twitter posts to demonstrate children’s enjoyment and engagement at playtimes. When restrictions and permissions allow develop links with external providers/local sports teams to come in and offer taster days for pupils. When restrictions and permissions allow, submit ‘Silver School Games Mark’ application to show commitment to PE provision and leadership opportunities.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **YES**

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: £ 8125.00	Date Updated: April 2021	
What Key indicator(s) are you going to focus on? 3				Total Carry Over Funding: £8125.00
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:		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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Playtimes are encouraged to be active play sessions lead by upskilled TA's.	MS and TA's to continue to deliver activities on the playground/field. Offered training as and when required.	3 Play Leaders 1 x £2439.00 1 x £2696.00 1 x £2945.00 Total £8080.00 (Other 2 Play Leaders already allocated) £45 – Playtime Resources/Equipment (KI 1)	More Play Leaders have been employed to avoid cross-bubbling and to supervise children safely in line with guidance. There have been fewer instances of behaviour issues as children are actively engaged to participate with staff in active playtimes. Observations of children playing amicably with playground lines and enjoying their playtimes.	Revised consideration how Play Leaders are deployed/ funded for playtime provision as this take a large % of the SSP budget this academic year (whilst still providing high quality provision in other Key Indicator Areas). PE Lead to continue to train and update Play Leaders with resources for Active Playtime games. (From GETSET)

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.	57.9% Last Year 92.59%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55.6% Last Year 92.59%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55.9% Last Year 92.59%
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.

Please note, this continues to be a working document.

Updated April 2021, due to submit July 2021

Academic Year: 2020/21		Total fund allocated: £27454.00 (Includes £8125 carry over)	Date Updated: April 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: 16.1% (£4421.13)
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
<ol style="list-style-type: none"> Increased number of children involved in active/organised physical activity during playtimes. With targeted provision to encourage less active/engaged pupils. Sports Captains and Play Leaders to become ambassadors for healthy, physical habits. Also to develop their leadership skills. Training Year 5 after Easter 2020 to create a legacy. 	<ol style="list-style-type: none"> Monitor and evaluate clubs offered on a termly basis. Offer to target groups, continue to liaise with Pastoral Support to ensure vulnerable groups are supported and included. <ol style="list-style-type: none"> Continue employment of Sports Coach (CS) before/during and after-school clubs. Whole school continue to complete Daily Mile – perhaps hold marathon challenge to motivate students. Incorporate into Fitness topic for children to realise and test health benefits. Key children trained to be ‘Sports Captains’. These children lead focused games sessions throughout the week, working with PE Lead and Play Leader TA’s at lunchtimes. <ol style="list-style-type: none"> Budgeted money to repair, replace and provide a range of sports for clubs 	<p>£6484.00 (shared across KI 1&4)</p> <p>£1134.13 resources/equipment</p> <p>£45 spend from carry over – Playtime Resources</p>	<ol style="list-style-type: none"> Due to covid restrictions clubs have not run. A small programme of clubs was reinstated in SUMMER 1 and will look to increase the provision SUMMER 2 based on interest and CS returning after sickness. A full programme of clubs will look to resume AUTUMN 1 2021 (new academic year). 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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>1. Should restrictions ease and regulations allow we are keen to celebrate key sports days promoted throughout the year by school prioritising health and physical activity for children. For example; Sports Day, National School Sports Week, Tokyo day to celebrate the Olympics and Wimbledon challenge. (All were missed last academic year due to Covid).</p> <p>2. Children continue to receive teaching from confident PE teachers due to CPD from PE Lead.</p> <p>3. Due to the success of the enrichment day (2018-2019) another day was planned (2019-2020) but now this could be rescheduled for 2020-2021 in National School Sports Week to offer children experience of less well-known sports and an opportunity to develop their leadership skills and work collaboratively across year groups; these both feature in the SIDP.</p>	<p>1. If restrictions ease and allow mixed bubbles; Children's sporting successes celebrated in assemblies throughout the year. With the introduction of celebrating the performing arts badges, highlighting successes in dance too.</p> <p>1. Continue to promote children's enjoyment and engagement at playtimes (and clubs when restrictions ease) on Twitter.</p> <p>2. PE lead to provide Teams training for assessment and address areas of development through updated staff audits and CPD as and when required.</p> <p>3. Liaise with CS and Premier to arrange day in Summer term. Gather feedback from staff to ascertain what they enjoyed from last year to see what events they would like to repeat and what to change. See if there are Y6/Y5 pupils that would be interested in being trained to lead events during the day. (Captains would normally be set up, however due to covid cross-bubbling has not been allowed)</p>	<p>£100 for certificates and prizes – NOT SPENT due to lockdown.</p> <p>FREE</p> <p>FREE</p> <p>Time for PE Lead to organise and meet with CS £200 NOT SPENT due to lockdown</p>	<p>1. (All assemblies have been over Teams this academic year and competitive school events have not be held due to Covid restrictions. Some year group assemblies during lockdown have enabled children to talk about their love of sport and what they are excited to do once lockdown is over in terms of physical activity and competitive sport.)</p> <p>2. Assessment refresher training over Teams/email has taken place to help staff feel confident with assessing children accurately. Due to Covid restrictions face to face CPD has not occurred. Staff have been offered Hockey and Tennis CPD online for those staff interested.</p>	<p>1. (Target carried forward from last Report due to COVID restrictions) PE Lead to investigate possibility of leading an inspirational assembly once a term to motivate and engage students.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29% (£7968)
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>1. Children receiving consistently well-planned/well-resourced lessons and PPA cover is consistent with 2 main teachers delivering GET SET sessions.</p> <p>2. Playtimes are encouraged to be active play sessions lead by upskilled Midday Supervisors and TA's.</p>	<p>1. During lockdown teachers were provided with weekly activities to continue to promote active time every day. Post lockdown, staff are aware of areas of the curriculum missed and have planned to incorporate these into Summer term learning effectively.</p> <p>1. Reviewed remote learning plans during lockdown on website to ensure coverage/ opportunities for active play were set.</p> <p>1. PE Lead to observe good practise</p> <p>1. GETSET programme to be reviewed for use post 2021- do we need to sign up to this anymore? Are there better schemes? Gain teacher feedback. PE Lead to research and feedback to SLT.</p> <p>2. MS and TA's to continue to deliver activities on the playground/field. Offered training as and when required.</p>	<p>FREE</p> <p>PE time out of class</p> <p>£440</p> <p>£14156.00 (£8080 used from carried forward monies)</p>	<p>1. Staff reported that the weekly plans of activity were really helpful, time-saving and their children enjoyed completing the tasks at home with parents – especially those that required no equipment/ “everyday items” they found around the house.</p> <p>1. This has not taken place due to covid restrictions not allowing cross-bubbling.</p> <p>2. More Play Leaders have been employed to avoid cross-bubbling and to supervise children safely in line with guidance.</p> <p>There have been fewer instances of behaviour issues as children are actively engaged to participate with staff in active playtimes.</p>	<p>1. (Target carried forward from last report due to covid) PE Lead to continue to investigate ways of upskilling and training staff.</p> <p>2. Number of Play Leaders may be reviewed once restrictions permit cross-bubbling. PE Lead to provide continued support for Playground Leader (Staff) as their role develops.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				39.2% (£10770)
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>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>Should Covid restrictions ease and guidance allows:</p> <ol style="list-style-type: none"> Children more likely to join extra-curricular sporting clubs/groups due to taster sessions in less popular sports. Continue to offer disadvantaged children opportunities through lunchtime provision to compete. Continue to engage a wider range of children in a variety of sports before and after-school. 	<p>Should Covid restrictions ease and guidance allows:</p> <ol style="list-style-type: none"> School buys into AAN Cluster sports programme to offer all children a broader experience through access to KS3/4 facilities and teaching. Also to include specialist activities for Year 1-6 children (climbing, archery, abseiling, etc.) <p>Should Covid restrictions ease and guidance allows:</p> <ol style="list-style-type: none"> Play Leader continued to be employed in school to run lunchtime sports clubs. <p>Hired Sports Coach (CS) to run before, during and after-school clubs to children. Offering sports in response to child surveys.</p> <ol style="list-style-type: none"> Continue to organise Taster sessions with local clubs to broaden experiences and advise children and parents about sports happening in the area. E.g. Taekwondo, Karate and Tennis. If these are running/permitted again post covid 	<p>£995</p> <p>NOT SPENT due to lockdown</p> <p>Shared £14156.00 across KI 3 & 4 (£8080 used from carried forward monies)</p> <p>(£6484.00 shared across KI 1 &4)</p> <p>Sessions free of charge as long as club is advertised within school.</p>	<ol style="list-style-type: none"> Cluster opportunities have not been available this year due to covid. <p>Links with NCFC have been established post lockdown in SUMMER 1, offering Football session to Y6 initially and then look to offer these to Y4/5 bubble SUMMER 2.</p>	

Additional achievements:	4. Yoga has been incorporated into our whole school curriculum mapping to encourage mindfulness and well-being. (using GETSET schemes)		4. Staff reported positive outcomes from children.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0%
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>Should Covid restrictions ease and guidance allows:</p> <ol style="list-style-type: none"> Children given opportunities to compete against other schools. Disadvantaged and children who 'opt out' of competitive sport targeted and given opportunities. 	<p>Should Covid restrictions ease and guidance allows:</p> <ol style="list-style-type: none"> Pupil survey to investigate possible sporting opportunities for children who traditionally 'opt out'. School sports teams entered into Breckland Partnership Tournaments and progress to county competitions. 	<p>FREE Time for PE Lead to analyse</p> <p>FREE Possible transport Costs £500</p> <p>FREE Time for PE Lead to collate evidence and submit</p>	<ol style="list-style-type: none"> Pupil/parent survey completed AUTUMN 2020 to find out wish list of clubs and days of preferred attendance. 	

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