

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"> • Daily mile rejuvenated • Move More competitions taken part in • Extra extra-curricular clubs offered which offer children a wider variety of activities • Active classrooms resource bank made and shared with staff 	<ul style="list-style-type: none"> • <u>The engagement of children in regular physical activity – both in and out of school.</u> Children are less active outside of school which is shown when looking at their fitness levels in PE lessons and sporting clubs. We are aiming to make them more active during school time specifically Year 6 girls. • <u>Broader experience of a range of sports and activities offered to all pupils.</u> We want to provide a wider range of sports and activities so that children who are less motivated by PE as a way of keeping fit and healthy can find something that they love. • <u>Further develop whole school 'Let's Get Active' Week</u> Increase the range of opportunities available to pupils in this week to promote healthy active lifestyles and lifelong participation • <u>Increase % of children able to swim 25m</u> Identify and create opportunities for weaker swimmers to have more lessons

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. Review in **Green**

Academic Year: September 2020 to March 2021	Total fund carried over: £1,375	Date Updated: November 2020		
What Key indicator(s) are you going to focus on? Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Total Carry Over Funding: £ £1,375
Intent	Implementation		Impact (review – July 2021)	
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:		Carry over funding allocated:	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?
Provide high quality resources to support sports and PE within the curriculum	Purchase new and updated sports and PE resources to replace old and broken ones	£1,375	Children are much more engaged in activities both during non-structured times and PE lessons.	With the use of high quality equipment the plan would be that children want to become more involved in PE and sports. A wider range of equipment to be purchased to invite other sports. This has had limited success this year due to bubbles being in place.

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 2020.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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.

Academic Year: 2020/21		Total fund allocated: £		Date Updated: July 2021	
<p>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</p>					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:
<ul style="list-style-type: none"> More activity at playtimes as some children will choose to sit out of physical activity Make children Active for at least 30 minutes during the whole school day. 	<ul style="list-style-type: none"> Organise playtimes and lunchtimes to allow for a variety of physically active options for children to choose Purchase and set up of football goals to be used at breaks/lunch Purchase more equipment to put in each bubble for play time use Increase the Active Classroom bank of resources that can be used in curriculum time Daily Mile. Raise the profile of riding to school Playtime/lunchtime organisation Introduce a 'wake and shake' style activity each day Give pupils a wide range of 		<p>£2, 000 for resources including football goals</p> <p>£5,500</p>	<p>Children are much more engaged in activity at playtime and are using a greater range of resources.</p> <p>Football goals were purchased and used regularly</p> <p>Active classroom ideas have been shared on the OneDrive and have been revisited during staff meetings. Activity in some classes has improve.</p> <p>Daily mile challenge was set and used by all classrooms and had an impact initially – this will need to continue into next year.</p>	<p>Ensure range of equipment is well maintained and well looked after.</p> <p>Provide more support at lunchtimes</p> <p>A continued level of time investment to maintain and further develop this area is required in the next academic year.</p>

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<ul style="list-style-type: none"> Highlight the importance of physical activity in 'Let's Get Active' week Introduce a reward system based on laps of track 	<p>activities to try to encourage participation outside of school</p> <ul style="list-style-type: none"> Create a sticker chart for children to track how far they have run with children reaching a certain distance entering a prize draw 			
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
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>
<ul style="list-style-type: none"> Equipment needs to be in good condition so that it is used properly and so that more of it is used in PE sessions and extra-curricular sports. Utilise world sporting events to help raise profile e.g. Euros 2021, Olympic games Regular use of social media/school newsletter to promote school sporting events 	<ul style="list-style-type: none"> Staff to keep checking resources Audit of current equipment by PE lead Look for new resources when needed PE lead to promote world sporting events across school to engage children Use sporting events in PE lessons to help build the profile Photos to be taken at sports events to use Regular updates of sporting 	<p>See above for resources</p> <p>No extra cost</p> <p>No extra cost</p>	<p>Audit completed by PE lead and shared with all staff. Staff are aware of the equipment available to use.</p> <p>Sporting events have been used across the school to encourage a wider view of sports. Children have taken an active interest</p> <p>Sporting events have not been undertaken this academic year due to Covid- 19</p>	<p>Continued update of the audit will be required to ensure all staff know what is available for use.</p> <p>This will need to be continued next year and for the focus to be more visible in school (use of large display board)</p> <p>Deliver in the next academic year</p>

<ul style="list-style-type: none"> Increase focus on intra-school competitions 	<p>events both upcoming and after the event</p> <ul style="list-style-type: none"> Use the school Twitter and Facebook to update and inform regularly Organise regular house competitions per bubble to increase competitive exposure and raise profile of sport within school 	<p>No extra cost</p>	<p>Inter-house competitions have not happened this year due to classes being in strict bubbles and not able to be mixed.</p>	<p>Deliver in the next academic year</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>Membership to Move More for support with PE</p> <p>PE staff meeting to inform staff</p> <p>Hiring of PE specialist to help raise teaching levels</p>	<ul style="list-style-type: none"> Take part in Move More conference/training which is cascaded to staff by PE lead Make use of the Move More (Tewkesbury cluster) competitions and CPD opportunities PE lead to share PE updates Share PE pedagogy ideas Share active 30:30 aims PE specialist to work alongside colleagues to help raise teaching pedagogy and confidence 	<p>£2, 000</p> <p>No extra cost</p> <p>£7,548</p>	<p>PE Lead attended the annual Conference and this information has been shared with all other staff.</p> <p>Move More competitions have not been held due to Covid-19</p> <p>Ideas have been shared with all staff. Monitoring needs to be embedded.</p> <p>Some specialists have been used although this has been limited due to Covid-19. Specialists have supported teachers with confidence and pedagogy</p>	<p>PE lead to continue with CPD and then ensure this is shared with other staff</p> <p>Competitions to resume in 2021</p> <p>Updates to be planned in and shared with staff</p> <p>Continue to use outside specialists</p>

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>Additional achievements: Swimming for children in Years 1-6</p> <p>A wide variety of clubs provided for children</p> <p>Rugby Tykes</p> <p>Let's Get Active week</p>	<ul style="list-style-type: none"> All children in Years 1 – 6 to get 10 hours swimming lessons Identification of weaker swimmers for additional swimming Continue to offer range of sporting clubs across the whole school Rugby Tykes to work with reception and year 1 across the year to raise fundamental skills and engage children in being active Get a range of coaches in to deliver alternative sports to increase breadth of opportunities 	<p>PP funding allocated to support this</p> <p>No extra cost</p> <p>PP funding allocated to support this</p> <p>£1,000</p>	<p>More children are able to swim 25m this year with more of a focus on year 6 (92%)</p> <p>This has not been possible this academic year due to Covid 19</p> <p>Rugby Tykes support provided children with the opportunity to develop skills with a fully trained coach. Staff were given professional support throughout the sessions.</p> <p>This was not possible this academic year due to Covid -19</p>	<p>Consider the focus on UKS2 for swimming</p> <p>Ensure that the use of other coaches are available to a larger range of classes.</p> <p>Ensure this is well planned for in advance</p>

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:
Membership of Move More to attend Level 2 competitions	<ul style="list-style-type: none"> Compete in as many competitions as possible within the Move More Tewkesbury competitions Take a B team to some events to broaden number of children attending events Further increase the profile of sports competitions within school – offer more training sessions in the lead up to competitions. 	£2,200	No competitions were undertaken in this academic year	
Transport to some sporting events	<ul style="list-style-type: none"> Organise transport to events outside walking distance to allow participation in more events across the year 		See above	
Attempt to organise events with other schools in socially safe ways	<ul style="list-style-type: none"> Try to organise events with other local schools to increase competitive element e.g. via teams etc 	No cost	See above	
Increase focus on intra-school competitions	<ul style="list-style-type: none"> Organise regular house competitions per bubble to increase competitive exposure and raise profile of sport within school 	No cost	See above	

Signed off by	
Head Teacher:	Sara Bennion
Date:	Review July 2021
Subject Leader:	Jack Brixey Review completed by Sara Bennion
Date:	
Governor:	FGB
Date:	December 10 th 2020/ Presented at FGB September 2021