

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"> • Specialist Sport Coaches to support the teaching of different sports across school and for all children. • Daily Mile challenge • Very successful sports day allowing children to partake in a range of sports and win house points. • Specialist PE teacher for two days a week (Until Dec 2020). • House sport events e.g. cross country. • Play leader training • Provided a range of sporting activities across the curriculum allowing for good opportunities for children. • New scheme of work brought to support the teaching and delivery of PE lessons. 	<ul style="list-style-type: none"> • To ensure children who have missed out on Swimming due to COVID have an opportunity. • To continue to upskill all members of staff and train them using the new Scheme of Work. • To begin to provide a wide range of extra-curricular sporting activities and clubs. • To provide further leadership opportunities for children across the school with PE and allowing them an opportunity to fulfil their role. • To continue to provide pupil premium and SEN children with more opportunities.

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

YES

Total amount carried forward from 2019/2020 £903.91

+ Total amount for this academic year 2020/2021 £

Total amount to be carried forward from 2020/2021 £.....

<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>	90%
<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>	90%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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: £19,610		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:
Increasing activity outside of PE lesson and playtime.	Sports captains to continue logging daily mile participation for their class and also any other physical activity completed in the classroom. Continue to make the daily mile exciting and motivational for children using the 'The Daily Mile Destinations' Sharing good practise of good ideas for physical activity breaks in the classroom.		N/A	Participation in the daily mile has increased, with many classes completing the Daily Mile regularly. Children enjoy partaking in the daily mile and enjoy completing it as a class. It has encouraged the less active children, especially after lockdown, and has encouraged children to try and beat their time to increase speed and fitness.	Continue to get the sports captains to log when they are going and continue to encourage teachers to complete the daily mile every day with their class (being role models). Monitor those classes who are perhaps not as active and encourage them.
For all teaching staff to recognise pupils with low activity levels.	For teachers to complete a physical activity tracker each term. Class teacher and PE teacher to guide less active pupils with ways to become more active.		N/A	The activity tracker was introduced to staff in Autumn Term and they were asked to log for their classes and explained the importance of this. Due to COVID, this has not been monitored as much by PE staff.	Continue to monitor the impact of the activity tracker and ensure staff understand the importance of why to log onto the activity tracker.
To offer opportunities for all pupils to	As of January 2021, play leaders to lead in correlation to the COVID guidelines.			Play leader training took part with	

<p>stay active within lunch breaks.</p> <p>2 hours of PE a week</p>	<p>They will be rotated on activities and activities changed once during the year. This will keep motivation of play leaders and new children joining in.</p> <p>Some funding towards any new play leader equipment needed. Play leaders to be more visible and being displayed around the school for pupils to know who they are.</p> <p>Play leaders to keep a log of numbers of participants and PE lead to monitor this to target less active year groups.</p> <p>Ensure that all pupils are receiving 2 hours of timetabled PE a week.</p>		<p>Year 5 children in the Autumn term. Due to COVID 19, we have been unable to implement play leaders due to keeping children in bubbles.</p> <p>Due to COVID 19, play leader equipment has not been brought yet.</p> <p>PE leads created a time table at the beginning of the year to ensure that everyone could have 2 timetabled slots of PE a week. Staff have used the slots well and pupils seem to enjoy PE at our school.</p>	<p>To start play leaders up again with older children providing activities for younger children. Ensure that the children rotate the different activities being done to motivate the children taking part.</p> <p>Spend the funding towards the play leader equipment for them.</p> <p>Play leaders to monitor the number of participants and PE lead to monitor this to target less active year groups. To use the activity tracker to support this.</p> <p>Continue to monitor next year and ensure new staff understand the expectations of PE.</p>
<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>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Leadership opportunities for all children in KS1 and KS2.</p>	<p>PE Leads and sports captains/council to regularly update the hall sports display.</p> <p>A sports council for Upper KS2 to be utilised across the year, including in a mentoring programme.</p> <p>More designated responsibilities required and more allocated time for meetings.</p> <p>Play leader training to be offered to Upper KS2 pupils.</p>		<p>Children are able to see what the schools 4 key principles in PE are and how we aim to achieve them. They are aware of the schools sporting achievements through assemblies. Children are keen to partake in events and want to represent their school. Due to COVID 19, we have struggled to give the sports captains more responsibility due to keeping in bubbles.</p>	<p>PE leads and sports captains to regularly update the hall sports displays.</p> <p>Sports Captains to have more responsibility around the school and for there to be weekly meetings with them together.</p> <p>Start-up sporting stars again with the class teacher choosing someone each week where they get a certificate. Photo taken and displayed on the board for children to see.</p>
<p>Guidance to increase physical activity and sport outside of school.</p>	<p>Include a list of local sports club training for children to attend and other community sports events.</p>		<p>During wellbeing week, we looked at the 5 ways to wellbeing. One of them is keeping active. During this day, teachers spoke to children about how wellbeing and being physical active can help our wellbeing. During this week, each class were able to take part in a yoga sessions with a specialist coach. This has raised a greater presence of the importance of PE and movement and the impact on our wellbeing.</p>	
<p>Increasing well-being for pupils.</p>	<p>Sporting Stars board to have space for match and competition results.</p> <p>Find a space for a well-being board to support children's emotional well-being.</p> <p>Website to be updated termly by PE teacher with competition photos and updates in PE.</p>			<p>To continue to ensure teachers and staff are making the connections between wellbeing and being physically active.</p>
<p>Communication with parents.</p>	<p>Long term plan to be visible to parents on website.</p> <p>Continue to enter as many competitions, tournaments and leagues as possible with staffing resources that we have. Look at more local school</p>		<p>Due to COVID 19, we did not partake in many competitions apart from house events. House events and sports day were communicated to the parents via the newsletter.</p> <p>Due to COVID 19, many sporting events were cancelled. However, we did enter some virtually.</p> <ul style="list-style-type: none"> • Pentathlon 	<p>Website to be updated termly by PE teacher with competition photos and updates in PE.</p>

<p>Increasing opportunities for PESPPA in response to COVID-19.</p>	<p>links.</p> <p>Continue to increase amount of inclusive sports clubs being offered, as long as we have volunteer coaches willing to offer this.</p> <p>More opportunities especially needed for KS1 children.</p> <p>Hall availability on Friday lunchtime and afterschool. PE leads to continue working on creating links with volunteer coaches.</p>		<ul style="list-style-type: none"> • Tennis Racket Tap • Multi Skills – Y4 (Spring) • Basketball Skills • Football • Multi Skills – all year groups (autumn). <p>Paid Clubs offered:</p> <ul style="list-style-type: none"> • KAS Multi Sport Rec – Y6 • Soccer Development – Rec – Y2 • Tennis – all year groups • Cheerleading – KS2 • KAS Cricket Club – Y5 + 6 • Gary Hart Football – KS2 • Karate – all year groups • KAS Football – Y5 + Y6 <p>Due to COVID 19, many sporting events were paused. However, we hope that this will return in the Autumn Term and we will enable opportunities for all children and allow opportunities to represent our school.</p> <p>Due to COVID 19, lunchtime clubs were not manageable due to bubbles and staff.</p>	<p>To enter more events and continue the amount of inclusive sports clubs being offered.</p> <p>More opportunities especially needed for KS1 children.</p> <p>Hall availability on Friday lunchtime and afterschool. PE leads to continue working on creating links with volunteer coaches.</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> <p style="text-align: center;">%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</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</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
<p>Promoting high quality planning and delivery of PE lessons and opportunities for innovative ways to within PESPPA.</p> <p>Increase available resources to support teachers with the planning and delivery of their PE lessons including a PE iPad and AFPE safety guidance.</p>	<p>Increased team teaching between PE teacher and class teacher.</p> <p>Autumn learning walk and termly drop ins by PE lead to continue to monitor and record progress and improvement in PE lessons.</p> <p>Class teachers to continue to be open minded and enthusiastic about PE lessons.</p> <p>AfPE Safe Practice Guidance book purchased to support safety in lessons.</p> <p>Specialist coaches to support teaching staff with their PE lessons. Equipment to be bought for the sessions.</p> <p>Allocated time before new academic year starts and then 1 after school slot per term to deliver CPD to teaching staff.</p> <p>Attend virtual conference Jan 2021 to continue increasing knowledge and opportunities in PESSPA for the school. Continue sharing and</p>	<p>£6,903.27</p> <p>£50.81</p> <p>£5,487.50</p> <p>£776.51</p>	<p>Pupils have benefited from have a specialist PE teacher for 1 session a week up until December 2020. It provided a higher standard of subject knowledge being delivered and increased confidence among staff.</p> <p>Teachers were observed for 1 lesson in Autumn term by the PE specialist teacher and feedback was given back to them. This supported their teaching, knowing what steps to take next.</p> <p>Specialist coaches have provided opportunities to many children, offering them ago at new sports and having expert knowledge in that sport. It has supported teacher's knowledge of teaching different sports and has had a positive impact at our school.</p> <p>Due to COVID 19, it has not been possible to have time to deliver CPD to staff. However, staff have received regular updates.</p> <p>PE Lead has gained further knowledge from attending the conference, watching relevant</p>	<p>PE lead to continue to support teachers with their teaching of PE lessons.</p> <p>To book specialist coaches into school for Autumn Term while PE teacher is on maternity leave.</p> <p>Look at how we can use the coaches to support the teaching beyond Autumn Term.</p> <p>Allocated time before new academic year starts and then 1 after school slot per term to deliver CPD to teaching staff.</p> <p>Attend conference next 2021/2022 to continue increasing</p>

To ensure there is a broad curriculum coverage for children to progress.	implementing ideas from the conference with teaching staff.	£300	workshops linked to increasing physical activity, how to correctly fill out relevant documents, news linked to COVID 19, as well as many useful resources surrounding teaching and learning, as well as what makes a high quality PE lesson.	knowledge and opportunities in PESSPA for the school. Continue to share any ideas from conferences with staff members.
	Use an allocated part of funding to buy into Complete PE. This will add to resources and offer staff and the school more support with lessons and assessment.	PE lead to monitor medium term planning more closely.	£1567.50	Complete PE has been brought and staff have been offered the resources. Staff have used the planning in Summer 2 to support the teaching of athletics. Planning has been monitored against the long term plan. Missed learning has been identified from COVID 19. This also identified where staff members were not following the long term plans. Planning was then given to staff members to be put into folders and used from Complete PE.
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>Increase opportunities for children to experience a new variety of different sports and activities and know how to access them outside of school.</p> <p>To educate children about alternative ways of exercising and the benefits these have on well-being (Healthy body, Healthy mind).</p> <p>Targeting disadvantaged children to have equal opportunity. (Increase inclusiveness).</p>	<p>PE teacher to contact a number of local sports club to increase volunteers for running clubs.</p> <p>Develop link with nearby school to increase coaching opportunities.</p> <p>Find out if any parents have are able to offer coaching or support with clubs, so numbers can increase.</p> <p>PE lead to use contacts provided and other links to local clubs to increase the amount of specialist coaching within lessons on an annual basis.</p> <p>First week after October half term to be allocated to well-being week. PE leads to organise a selection of activities with class teachers to be delivered throughout the week. More variety needed and more activities throughout the week.</p> <p>Look into whether PP children can be funded to attend any paid for sports clubs. Continue to monitor PP attendance to clubs (when recommended) and competitions.</p>	<p>See above</p>	<p>Specialist coaches have enabled children to try out new sports which they may not have had the opportunity to try in the past.</p> <p>Due to COVID 19, it has been hard to have people into school to run clubs on a volunteer basis.</p> <p>Due to COIVD 19, it has been hard to develop this link with a nearby school. PE Lead is already in contact with a school for September.</p> <p>We have had a governor offer netball sessions once a week to our year 5/6 pupils. This has had many children attend in the summer term with new equipment paid for by PTA.</p> <p>Wellbeing week was successful introducing children to new healthy experiences and alternative ways of exercising by being offered a yoga sessions with meditation. Many children felt that the session helped their wellbeing and many teachers have continued with yoga/meditation in the classroom. During this week, we also launched the Daily Mile again, having a push on this through assembly and giving out extra resources to teachers.</p> <p>Paid Clubs offered:</p> <ul style="list-style-type: none"> • KAS Multi Sport Rec – Y6 • Soccer Development – Rec – Y2 	<p>To organise specialist coaches for Autumn Term.</p> <p>PE Lead to contact local sport clubs to increase volunteer running of clubs.</p> <p>Develop link with nearby school to increase coaching opportunities.</p> <p>Continue to offer this club to children next year.</p> <p>Continue to organise specialist coaching for Autumn Term.</p> <p>To make wellbeing week and yearly occurrence. PE Leads to continue to build on offering the children alternative ways of exercising and have a wider variety of activities throughout the week.</p>
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			<ul style="list-style-type: none">• Tennis – all year groups• Cheerleading – KS2• KAS Cricket Club – Y5 + 6• Gary Hart Football – KS2• Karate – all year groups• KAS Football – Y5 + Y6	
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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 organise regular inter and intra house sport competitions and virtual competitions and providing opportunities for leaders to organise competitive sport.	Continue to use the sports captains to lead sports house events when possible. Sports captains to take more responsibilities with clubs and UKS2 sports captains to assist in lower year group clubs in correlation to guidelines. Continue the BSP Platinum membership so we have access to any competitions and other opportunities.	£1115 (2020/2021) £1250 + £670 Platinum package	PE Leads and captains have supported where possible due to COVID 19. We gave them the opportunity to help run House Cross Country, where they were responsible for noting down where everyone came. We also ran a very successful sports day for children to part take in, winning points for their houses. Due to COVID 19, it has not been possible for UKS2 to mix with LKS2 or younger children. Due to COVID 19, there have not been many competitions to attend. However, we have entered virtual events throughout the year. Events Entered: <ul style="list-style-type: none"> • Pentathlon • Tennis Racket Tap • Multi Skills – Y4 (Spring) • Basketball Skills • Football • Multi Skills – all year groups (autumn). 	Continue to use the sports captains to lead sports house events when possible. Sports captains to take more responsibilities with clubs and UKS2 sports captains to assist in lower year group clubs in correlation to guidelines. Continue to enter events in line with the guidelines and school policy. Request with SGO for more competitive events for KS1 children to take part in. Contact SGO about organising a friendly league for football and netball for Autumn term.
For all year groups to have competitive opportunities in sport.	Increase more friendly opportunities for lower year groups in football and year 5/6 netball. Request with SGO more competitive and non-competitive events for years 1-4.			

<p>To communicate effectively with parents and all teaching staff to ensure competitive sport can be encourage by all adults involved in children’s lives.</p>	<p>Ensure parents are fully informed about football trials and numbers of allocated spaces within the KAS club.</p> <p>A dedicated PESSPA board in the staffroom for PE teacher and lead to update and keep staff informed.</p> <p>When possible, PE leads to ensure timetable of clubs for each term and year group are visible to staff, pupils and parents, in school, newsletter and website.</p> <p>Regular updates in the school newsletter about competitive sport happening within the school.</p>		<p>Children in Y5 and Y6 have taken part in netball club afterschool. However, due to COVID 19, they have not been able to take part in any matches with other schools.</p> <p>Parents have been informed about clubs happening at school through communication from the school office. They have been allocated spaces at the different clubs on offer.</p> <p>Paid Clubs offered:</p> <ul style="list-style-type: none"> • KAS Multi Sport Rec – Y6 • Soccer Development – Rec – Y2 • Tennis – all year groups • Cheerleading – KS2 • KAS Cricket Club – Y5 + 6 • Gary Hart Football – KS2 • Karate – all year groups • KAS Football – Y5 + Y6 <p>Due to COVID 19, space in the staffroom had to be reused for other purposes.</p> <p>The timetable of events has been clearly communicated with parents. This has allowed children to take part in sports that they enjoy and try some new sports out. Any additional clubs which have been happening or summer clubs has been communicated on the newsletter or a flyer has been sent round to children.</p>	<p>To continue to inform parents successful through communication with the office.</p> <p>PE lead to discuss with head teacher about where a good place for a PESSPA board would be.</p> <p>PE Lead to communicate with staff about clubs which are being offered and when they are happening.</p>
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Signed off by	
Head Teacher:	<i>Jan Turner</i>
Date:	15/09/2021
Subject Leader:	E.Kavanagh
Date:	15.09.2021
Governor:	
Date:	