

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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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:
<p>Pre-lock-down:</p> <p>Engagement of all pupils:</p> <ul style="list-style-type: none"> * Golden Mile performed twice a week * Extra curricula clubs full to capacity * Lunchtime clubs * Additional targeted PE provision <p>The raised profile of PE and sport:</p> <ul style="list-style-type: none"> * CPD of PE lessons x 1 half-term, specific to gymnastics * Development of sporting values through competitions * Introduction of child PE leaders * Encouraging pupil voice <p>Increased confidence, knowledge and skills of all staff:</p> <ul style="list-style-type: none"> * CPD of PE lessons x 1 half-term, specific to gymnastics <p>Range of activities:</p> <ul style="list-style-type: none"> * greater range through clubs and PE lessons <p>Increased participation in competitive sport:</p> <ul style="list-style-type: none"> * increased participation in inter school competitions. <p>Post-lock down:</p> <p>When we returned in class bubbles of 15, PE was timetabled for each bubble daily, in addition to regular playtimes. Bubbles were given equipment for playtimes and PE lessons.</p>	<p>Engagement of pupils:</p> <ul style="list-style-type: none"> * Ensure staff know the intent, implementation and impact of golden mile. * Implementation of extra-curricula clubs working in class bubbles. <p>The raised profile of PE and sport:</p> <ul style="list-style-type: none"> * CPD to address the assessment of PE to maximize PE teaching's impact * Mission statement of what sporting values means in FPFS * Whole school awareness of UK and World sporting events <p>Increased confidence, knowledge and skills of all staff:</p> <ul style="list-style-type: none"> * Staff to know more 'games' to support the learning and practice of skills * Staff to reflect and action the impact of CPD * PE plans has shared language and opportunities for assessment. <p>Range of activities:</p> <ul style="list-style-type: none"> * Whole school awareness of UK and World sporting events * School enhancement day to give a new sport taster. <p>Increased participation in in competitive sport:</p> <ul style="list-style-type: none"> * Seek advice of how to fulfill this in a lock-down.

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

YES/NO * Delete as applicable

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: £15 664	Date Updated: 2.2.21	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Total Carry Over Funding: £15664
Intent	Implementation	Impact	
<p>We aim for our children to increase their levels of physical activity.</p> <p>We aim to increase the confidence, knowledge and skills of our teachers to positively impact our PE teaching. through two CPD lessons a week led by a PE specialist.</p> <p>We aim for our children to increase their levels of physical activity.</p>	<p>* Children to participate in two, 45 minute lessons/week led by a PE specialist.</p> <p>* Teachers to be active observers in two PE lessons/week led by a PE specialist as part of CPD</p> <p>Teachers to team teach and lead on subsequent lessons in this block.</p> <p>*Provide two extra lunchtime clubs per week led by a sports leader.</p>	<p>£3500</p> <p>£2400</p>	<p>* Children's fitness has improved.</p> <p>* The PE knowledge and skills being taught is clear in our PE teaching.</p> <p>* Children's fitness has improved.</p> <p>* Pupils know what 'sporting values' are in Field Place Infant School and demonstrate these during their participation in PE and during playtime.</p>

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
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: £17875	Date Updated: 2.2.21	
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:
				37%
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:
We aim for our children to increase their levels of physical activity.	Golden Mile: * Children to walk/run continuously for up to 10 minutes on two occasions a week, increasing to four. This is in addition to timetabled PE lessons. * Staff to record and share this with children. * Children to receive certificates and success milestones.	£3500	Golden Mile: * Children's data shows increased engagement in the activity through distance covered. And/or * Children's data shows improved physicality as children achieve greater distances.	
We aim for our children to increase their levels of physical activity.	Extra-curricula clubs: * All children in year one will have the opportunity to attend a multi-skills club to reinforce games skills, team work and sportsmanship. This will be organized in class bubbles. * All children in years one and two will have the opportunity to attend a football club. This will be organized in class bubbles. NB: This action is subject to lock-	£3110	Extra- curricula clubs: * a high % of children on role attend the clubs ensuring the increased engagement of pupils in physical activity.	

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	down time constraints.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				40%
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>We aim for our children to be proficient in PE skills through participating in well planned PE lesson, with robust assessment for learning, to maximize the lesson's impact.</p> <p>We aim for our children to develop life-long sporting values.</p>	<p>CPD:</p> <ul style="list-style-type: none"> * All staff to be 'participating observers' of two PE lessons per week during each term, led by a PE specialist, with a focus on 'games'. <p>Mission statement:</p> <ul style="list-style-type: none"> * Whole staff meeting, led by PE specialist, to develop our mission statement on 'Sporting Values at Field Place Infant School'. <p>Awareness of sporting events:</p> <ul style="list-style-type: none"> * Through age- appropriate activities, we will focus on two events in the Summer term: <ul style="list-style-type: none"> - In football, 'The Euros' - The Tokyo Olympic Games * Through a sponsored event linked to the Olympics the children will have the opportunity to meet and learn about an Olympian. 	<p>£7000</p> <p>£250</p>	<p>CPD:</p> <ul style="list-style-type: none"> * Through staff evaluation of the CPD process, their teaching has improved. They have a greater knowledge of 'games' skills and how to assess these in a lesson. This has lead to children acquiring good PE skills and demonstrating good engagement in the lessons. <p>Mission statement:</p> <ul style="list-style-type: none"> * Pupils know what 'sporting values' are in Field Place Infant School and demonstrate these during their participation in PE activities. <p>Awareness of sporting events:</p> <ul style="list-style-type: none"> * Pupils have an awareness of the two sporting events and can talk about them. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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>We aim for children to be proficient in 'games' skills.</p> <p>We aim for our children to be proficient in PE skills.</p>	<p>Games knowledge:</p> <ul style="list-style-type: none"> * Through specific CPD, all staff to be 'participating observers' of two PE lessons per week during the Spring term, led by a PE specialist, with a focus on 'games'. Teachers to team teach and lead on subsequent lessons in this block. Provide two lunchtime clubs per week led by a sports leader. School support staff will take part in these sessions to develop their skills. Support staff will then deliver their own lunch clubs in the Summer term <p>CPD reflection:</p> <ul style="list-style-type: none"> * Staff to complete a questionnaire, reflecting on the impact of their CPD. <p>PE Plans:</p> <ul style="list-style-type: none"> * Whole staff meeting, led by a PE 	<p>£1000</p> <p>£2450</p>	<p>Games knowledge:</p> <ul style="list-style-type: none"> * PE teaching and planning shows a greater knowledge of skills progression and the impact of assessment. <p>CPD reflection:</p> <ul style="list-style-type: none"> * Analysis of staff's reflections leads to improved teaching and children acquiring good 'games' skills. <p>PE Plans:</p> <ul style="list-style-type: none"> * Our planning is clear in the skills we aim to teach and the language we will use. * Our planning is clear in how we will assess the skills we teach. * Children acquire good 'games' skills. 	

	specialist, to support our writing of PE plans resulting in enhanced planning, focusing on appropriate PE language and opportunities for assessment.			
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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%
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>We aim to increase children's awareness of a range of sports by developing opportunities for whole school awareness of UK and world sporting events.</p> <p>We aim to increase children's awareness of a range of sports.</p>	<p>Range of sports:</p> <ul style="list-style-type: none"> * Through age- appropriate activities, we will focus on two events in the Summer term: <ul style="list-style-type: none"> - In football, 'The Euros' - The Tokyo Olympic Games * Through a sponsored event linked to the Olympics the children will have the opportunity to meet and learn about an Olympian. <p>Enhancement day:</p> <ul style="list-style-type: none"> * In consultation with Premier Sports, we will have a whole school, new sports taster days. 	<p>£250</p> <p>£100</p>	<p>Range of sports:</p> <ul style="list-style-type: none"> * Pupils have an awareness of the two sporting events and can talk about them. <p>Enhancement day:</p> <ul style="list-style-type: none"> * Pupils have an awareness of the 'taster' sport and can talk about it. 	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Competitive sport within lock-down: In line with our whole staff agreed mission statement on sporting values, we want to give the children opportunities to engage in competitive sport within the school.	Competitive sport: * In the Summer Term, have an inter-year competition, relevant to the learning about the Tokyo Olympics. Provide coach transport	Membership WSCC £350	Competitive sport: * Pupils displayed knowledge of or 'sporting values' mission statement during the competitive event.	

Signed off by	
Head Teacher:	Theresa Alford
Date:	19.10.20
Subject Leader:	Nicola Holmes
Date:	16.10.20
Governor:	Claire Young
Date:	19.10.20