

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
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:
<p>PE Policy reviewed and rewritten 2020. A Key Skills Progression Grid for PE across the whole school was produced this year as well as detailed Year Group Coverage documents.</p> <p>Team-teaching sessions with Sports Coach before school closure. Improvement in teaching and learning of PE seen in the children's ability, motivation and increased success. Confidence, understanding and subject knowledge continued to increase with staff.</p> <p>Supercoach Programme highlighted the continued development of children in school since its implementation. Assessments led to interventions with specific pupils in target areas. This also helped with COVID19 intervention with vulnerable children who were in school and those who returned in June. This also helped with anxiety and mental health.</p> <p>Competition - We took part in the Girls and Boys Football tournaments in the Autumn Term 2019 and both teams got through to the Cannock and Rugeley District Finals. During school closure, each year group participated weekly in the Cannock and Rugeley District virtual competitions as well as the Staffordshire and Stoke on Trent District virtual events. We received certificates in acknowledgement of this and many children placed within the top 3 in the Cannock and Rugeley district results. In Autumn Term 2020 we took part in virtual competitions at school outdoor by reporting our results to our School Games Organiser.</p>	<p>Each year group to follow these documents when possible adhering to COVID19 guidelines to ensure clear progression.</p> <p>Team Teaching to continue in identified areas of need to ensure continued professional development for the Teaching and Learning of PE.</p> <p>Supercoach ongoing individual PE assessments to continue to be recorded to highlight children for group intervention as well as identifying key areas for improvement for the whole school (throwing and catching -hand/ eye coordination). Continue with COVID 19 intervention with pupils who need it on return to school. Focus on Mental Health and Wellbeing.</p> <p>Continue to compete in as many virtual competitions as possible with a view to attending normal face to face competitions when they return. Take part in any competitions offered within the trust.</p> <p>Return of after-school clubs with a wide range of opportunities available. Re introduction of Sports Ambassadors and Play leaders to support with lunchtime activities.</p>

<p>Y3 attended Forest School every week at Hednesford Park from Sept 2019 to March 2020 while school was open. Y6 also attended Laches Wood at the beginning of the Autumn Term 2019.</p> <p>We completed 3 of Aldi's sticker charts for PE equipment – this was a great success thanks to our families' support involvement and we received 3 sets of free sports equipment.</p> <p>Due to COVID19, there were no School Gamesmark Award applications. We achieved Gold award for the previous 2 years. This has been paused so we remain at Gold.</p>	<p>Member of staff to train as Forest School leader and develop as a school in this area.</p> <p>Replenish and update sports equipment for whole school and Early Years. Investigate potential for purchasing outdoor gym equipment. Investigate potential for 'daily mile track' to be marked out around school.</p> <p>Top up swimming sessions available for Year 6 pupils who have not achieved the required skills.</p>
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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: £1,826.50	Date Updated: 20.01.21		
What Key indicator(s) are you going to focus on? Key Indicators 1 and 2 – to engage the children and raise the profile of PE.				Total Carry Over Funding: £1,815.35
Intent	Implementation		Impact	
Purchase new equipment to improve the quality of PE lessons.	Equipment audit. Liaise with sports coaches and staff to find out what equipment they need. ESPO order – footballs, rugby balls, basketballs, dodgeballs, tennis balls, airballs, 2 x hockey sets and javelins.	Carry over funding allocated: £745.35	Ensure that during these times there is plenty of equipment for each lesson so that children are not sharing where possible. Separate sets of equipment can then be used for each bubble. This will improve the quality of lessons. Replenishing our depleted stock with new equipment will help raise the profile of PE and engage the children. Make sure the equipment is labelled and stored in a central locations. Monthly PE equipment check. Staff to check equipment at start and end of lesson.	Key Indicator 1- the new playground equipment will help to engage the children in additional 30 minutes of physical activity. Key indicator 2 – the new equipment for PE lessons across the school including Early Years will help to raise the profile of PE within school. The checking and safe keeping of the new equipment will help it to be looked after and ensure its sustainability.
Purchase new gymnastic mats and crash mat to raise the profile of Gymnastics and use of large apparatus.	ESPO order - 6 x mats £348 Crash mat £152		Use of large apparatus will be encouraged. Staff and children will feel more confident. Children will be engaged and make progress.	
Purchase new playground equipment to replenish lack of stock and	ESPO order 2 x Playground sets			

encourage children to be active during lunchtimes.	£95 x2	£ 500		
Allocation for use by Early Years to support physical development.	Liaise with Early Years staff.	£190		Children will be encouraged to be active, increasing their daily physical activity. This will support those who have not been active during school closure. Playground leaders will have the opportunity to lead.
COVID 19 - Ensure up to date on Health and Safety guidelines and focus on Health and Wellbeing for pupils.	Courses attended by PE Subject Leader.	£250		Early years will have new resources to improve quality of lessons and engage the children.
Health and Safety course		£95		Course supplied information and ideas to support children's Health and Wellbeing and ensure safety in PE. Revised Autumn 2020 PESSPA Health and Safety book included in course. Prepared for children's return to school and participation in PE.
Health and Wellbeing course		£35		

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.	2020/21	2019/20
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.	66%	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%	0%
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 Intend to offer sessions through Aqualympics Summer Term, including self-rescue.	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: £19.450		Date Updated: 20.01.21	
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: 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?:
Increase participation in physical activity at lunchtimes.		Reinstate Sports Ambassadors and Play Leaders to support lunchtime activity under supervision of lunchtime staff.			Children are increasing the amount of time they are active during the day. This will help with fitness levels and support their mental health on return to school.
Increase participation in the Daily Mile.		The purchase of additional playground games sets for Key Stage 2 and Early Years playground.		£95 x 2 £190	
Provide additional gross motor and fitness opportunities.		Mark out Daily Mile track around school so that it can be done more efficiently when the field is unsuitable.		£75	Children will have the opportunity to take part in the Daily Mile around school increasing activity time and fitness levels.
		Purchase of large equipment. Liaise with SLT and Sports Coaches.		£7500	Children will have the opportunity to use equipment under supervision and within curriculum time.
					Good care and storage of the playground equipment will help to make it sustainable. Effective playground leaders will encourage correct use.
					The track would be long lasting and could be used by every year group throughout the year.
					New hard wearing equipment would be a sustainable resource for our school.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				30%
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:
Input into Gymnastics to raise the profile and improve teaching and learning.	Training to ensure all staff are able to put out the large apparatus. New mats and crash mat purchased to encourage confidence. New Year Group progression grids to be used to support staff. New benches/agility tables	2 x Twilight £250 x 2 £500 £750	Improved teaching and learning of Gymnastics across school, showing clear progression and use of both small and large apparatus.	Take photos of both small and large apparatus stations set up. Continuous discussions and review.
Focus on Health and Wellbeing	Supercoach programme to focus on Health and Wellbeing intervention in Years 3 and 4. Children to complete questionnaires to identify target groups. Simple activities and ideas distributed for use with all children within class in every year group.	£3,420 Supercoach cost includes Enrichment days below and 1 After school club	Children will feel more confident after returning to school. Vulnerable pupils will be supported. The impact of school closure will have less of a negative effect. See results of follow up questionnaires.	Review the impact from the pupils' before and after questionnaires. Focus on other year groups.
Top Up swimming sessions offered to pupils in Y6 who have not yet achieved end of KS 2 criteria to swim 25m.	Use of Sport Premium to offer out of school swimming session to focus Y6 children during end of Summer Term. Liaise with Aqualympics as providers for these sessions. Parent to take pupils themselves.	22 children £3 per session x 13 weeks £990	Increased percentage of Y6 pupils will leave school with the ability to swim 25m and use a range of strokes. Self rescue will be taught to pupils when ready.	Focus on current Year 5 next academic year and the Year 4s who have missed a lot of swimming sessions this year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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:
Team Teaching sessions with Sports Coaches to improve the Teaching and Learning of PE.	Use staff questionnaires to focus Team Teaching on areas of need. Each year group will have half a term of Team Teaching where possible. Staff to use new Year Group grids to ensure progression.	£3,021	Staff will feel more confident in the teaching of PE, this tends to be certain areas of Games. Teaching and therefore learning will improve.	Review impact from staff before and after questionnaires. Focus on other areas.
Whole school focus on Gymnastics and the use of large apparatus.	INSET on Gymnastics. Ensure all staff know how to get out and put away the large apparatus. Discussions regarding the new Year Group progression documents to clarify any issues.	Price included in Key Indicator 2	Knowledge and skills in gymnastics will improve throughout school. Staff and children will feel more confident in the use of large apparatus. Clear progression will be seen.	Ensure if staff change year group that they are updated on new skills and apparatus set up.
Development of Forest Schools	Forest School training for a member of staff (Outdoor Education lead) to introduce Forest school opportunities within school. 7 day course (including relevant First Aid). Forest School resources and set up.	£950 £1300	Staff knowledge and skills in Forest School activities will be developed. Children will learn a wide range of new Forest School skills. This will also support the Health and Wellbeing of our pupils.	The training of a member of staff and purchasing of resources will make this extremely sustainable. Roll opportunity out to increasing number of pupils. Possibility of TA training in Support course.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Take part in a wide range of after school and lunchtime clubs as soon as possible.	Meet with Sports Ambassadors and Sports Coaches to discuss choice of clubs that pupils would like on offer for Summer Term/Spring 2 in bubbles if possible. Clubs to include PP and focus children where possible. 3 clubs per week – 1 included within SuperCoach Programme.	Additional clubs £20 per session x 15 weeks = £300 x 3 clubs = £900	Children have the opportunity to take part in a range of clubs. Some of these may be at lunchtime. Increased participation in a range of sports. Improvements in self-esteem, health and wellbeing.	Continue to focus on different sports to widen experience further.
Enrichment days to introduce varied sports as a whole school.	Through the SuperCoach programme, Enrichment days to once again introduce children to varied sports such as the Glow in the Dark Dodgeball. Meet with Sports Ambassadors and Sports Coaches to discuss choice of activity.	Included within SuperCoach programme	Children will have the opportunity to take part in a different sport as a whole school. Days like these also raise the profile of PE.	There are many Enrichment Day choices available and can be tailored to our school.
Health and Wellbeing activities/Yoga.	Implement resources from Progressive Sports and Health and Wellbeing course.	SuperCoach Programme	Children are aware of a range of activities they can do to help them feel secure and confident after returning to school.	A focus on Health and Wellbeing will continuous, supporting children through difficulties and emotions at these times.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:

				3%
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:
Take part in all virtual competitions on offer and face to face ones when they restart.	<p>Organise cover and transport for these hopefully Summer Term. Continue to liaise with SGO. Take part in all virtual competitions. Communicate these to parents during remote learning. Carry out with key worker/vulnerable groups in school. Carry out with relevant year groups when school is fully open.</p> <p>Take part in face to face competitions, football matches etc as soon as within guidelines. Take part in any competition offered by the MAT.</p>	<p>£600</p> <p>£ 19,346 Total Spend</p>	Increased participation in virtual competition. Opportunity to represent the school and compete against other local schools.	Hopefully we will be able to move away from virtual competitions next academic year and get back to taking part in all of the competitions that we have done in the past both against our local schools and the MAT.

Signed off by	
Head Teacher:	E. Ingram
Date:	08/02/2021
Subject Leader:	K. Dowson
Date:	05/02/2021
Governor:	G. Russell
Date:	09/02/2021