

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](https://www.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:
<p>Focus on Outdoor and Adventurous education linking with local Live Life Adventure company to ensure all children have additional OAA, some linking with topic work in addition to the main residential trip for year 5 and 6. Unfortunately the residential trip was postponed due to Covid lockdown and many of the planned day trips cancelled. The residential is rescheduled for July 2021 and some 'recovery' OAA days put into place in Autumn 2020.</p> <p>Remote learning due to lockdown resulted in weekly challenges being sent to parents including county wide School Games challenges. These were sent to parents for children at home and were implemented for the children in school. We also took part in the Move More Miles challenge and had a Nature photography challenge for children to take photos on their family walks, bike rides or runs. These photos were displayed on the school website.</p>	<p>We were unable to take part in swimming lessons this year (2020-21).</p> <p>Swimming will be scheduled for 2021-22 and we will take part in an intervention programme for weak and non-swimmers in year 5 and 6 which is scheduled for the Spring 2022. Swimmers will be assessed during our school lesson block and those in need invited to take part in the intervention programme.</p> <p>We decided that extra-curricular activity in the summer term of 2021 should focus on health and wellbeing while still including some traditional sports clubs for KS2. These clubs included Kwik cricket, multi-sports, gardening, Nature, nurture (for invited children) and parachute games.</p>

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

Total amount carried forward from 2019/2020 £697

+ Total amount for this academic year 2020/2021 £16870

= Total to be spent by 31st July 2021 £ Not applicable now as carry over can take place

<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>	
<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>	82%
<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>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	82%
<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: £16870	Date Updated: June 2020	
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%
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:
A balanced and progressive PE curriculum (real PE) which focuses on key multi abilities and PE is taught through these abilities: Personal, Social, Cognitive Creative, Physical and Health and Fitness.	Staff were trained in the Spring 2020 and the Schem was implemented in September 2020. Jo Legget PE coordinator also received online real Gym training in the Spring of 2021. This training will be disseminated in an INSET session in the Autumn 2021	£520	Fundamental skills are improving and a more consistent approach has been achieved throughout the school. The focus on personal skills (resilience and determination) and social skill has been much needed after lockdowns.	Scheme to be continued and real gym introduced in 2021-2022
Extra-curricular clubs: Extra-curricular activity in the summer term of 2021 focused on health and wellbeing while still including some traditional sports clubs for KS2.	These clubs included Kwik cricket, multi-sports, gardening, Nature, nurture (for targeted/invited children) and parachute games.	£500	Less active and disengaged children took part in addition to those already keen, able and engaged and being challenged.	A wider and full range of clubs will be provided in 2021-22
Active lunchtimes. Due to having to keep children in class bubbles for play and lunchtimes, each class had its own equipment box.	Equipment was purchased for each class to have its own lunchtime box/resources.	£1239	Lunchtime activity increased and behaviour improved. Children have appropriately aged equipment and activities	Even once covid restrictions are lifted, we will continue to have zoned areas from Monday to Thursday.

Increased Outdoor and Adventurous opportunities	<p>KS2 classes had an Outdoor day in the local vicinity which included a nature walk, team building activities and a campfire</p> <p>A year 3 and 4 two day nature based residential to take place in July 2020.</p> <p>Continuation of the annual year 5 and 6 three day residential (PGL)</p>	£400	<p>in their zoned area.</p> <p>Increased social interaction and engagement as part of a recovery programme post the summer 2020 lockdown. Full day's physical activity out of the classroom.</p> <p>Increased knowledge (nature) physical activity and independence with an overnight stay.</p> <p>Challenging the physical ability, resilience and, in some cases, fear of an activity usually involving height</p>	<p>This will be continued into 2022-22</p> <p>To be repeated annually</p> <p>To be repeated annually</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				61%
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:
Specialist PE coordinator in place	PE specialist responsible for ensuring high quality PE provision in terms of lessons, extra-curricular clubs, active lunchtimes and additional programmes. The wider context of health and well being has become a more prominent focus Weekly information and reports on	£10291	School staff are engaged and recently trained for curriculum PE. Staff specialist areas and interests are used for extra-curricular clubs. Staff understand the multi abilities in the real PE scheme are key life skills and also cross curricular and benefit other	To be continued

	<p>school newsletter. Noticeboard dedicated to PE.</p> <p>Photos put on website of 'special' activities such OAA programme.</p> <p>Targeted club – 'Nurture' with chosen children to improve health, social skills and resilience.</p>		<p>areas of the curriculum. The link between physical health, mental wellbeing and academic performance is understood by staff.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Staff training in order to put new real PE scheme into practice.	Staff were trained in the Spring 2020 and the Scheme was implemented in September 2020.	Included in cost in KI 1.	Fundamental skills are improving and a more consistent approach has been achieved throughout the school. The focus on personal skills (resilience and determination) and social skill has been much needed after lockdowns.	Jo Leggett (PE coordinator) also received online real Gym training in the Spring of 2021. This training will be disseminated in an INSET session in the Autumn 2021
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:</p> <p>More OAA opportunities offered in addition to current provision in lessons for KS2 (problem solving activities and games and orienteering) and PGL residential offered to year 5 and year 6 children.</p> <p>A new residential experience will be introduced for years 3 and 4.</p> <p>‘Balanceability’ programme to ensure reception children reach targets in term of balance and learning to ride.</p>	<p>KS2 classes had an Outdoor day in the local vicinity which included a nature walk, team building activities and a campfire.</p> <p>Continuation of the annual year 5 and 6 three day residential (PGL).</p> <p>A year 3 and 4 two day nature based residential to take place in July 2020.</p>	<p>As indicated in KI 1</p>	<p>Increased social interaction and engagement as part of a recovery programme post the summer 2020 lockdown. Full day’s physical activity out of the classroom.</p> <p>Challenging the physical ability, resilience and, in some cases, fear of an activity usually involving height.</p> <p>Increased knowledge (nature) physical activity and independence with an overnight stay.</p>	<p>More opportunities for OAA (day trips) to be implemented next year to include the whole school as this has been impacted by lockdowns in the last 16 months.</p> <p>PGL booked for the Tregoydd centre for July 2022.</p> <p>To be continued next year possible at another centre and different activities.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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 ensure a greater number of children take part in extra-curricular events, even if not competitive. Membership with Move More provides competition in addition to staff CPD, curriculum support, and more.	Enter a variety of events including non-traditional e.g. orienteering, archery etc	£2200.00	While very few 'real life' events took place this year due to Covid, we took part in many virtual events where results were compared across schools. This engaged far more pupils as they could all take part e.g. all KS2 took part in virtual cross country with medals and School Games wristbands awarded. This encouraged more children and we hope that the knock on effect is more children wanting to take part in 'real life' competitions next year. All children in the school took part in football and netball skills virtual events. Years 5 and 6 took part in Sportshall athletics virtual event.	There will be a mixture of 'real life' competition and some in house virtual events as this can engage more children.

Signed off by	
Head Teacher:	<i>H. Halling</i>
Date:	12.7.21
Subject Leader:	J. Leggett
Date:	11/07/2021
Governor:	J. Bartlam
Date:	12/07/21