

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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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>Developing staff knowledge through CPD opportunities related to TGfU and previous Active Maths and English sessions (internal/external)</p> <p>In summer term we offered extra-curricular provision within different bubbles through various clubs and enrichment opportunities (internal/external)</p> <p>Increasingly Key Stage One active play through variety of playtime and lunchtime provision</p> <p>All staff in school introduced to PE Journey curriculum approach by PE Lead Teacher and have piloted them in school during the Summer term projects</p> <p>All staff in school have attended BUSS CPD sessions. Further CPD for staff around the BUSS Model has been provided to target staff</p> <p>Catch-up swimming and Bikeability arrangements planned and delivered (this will continue in September 2021)</p>	<p>Continue to provide catch-up swimming sessions and further Bikeability provision to pupils and classes which missed out due to COVID-19</p> <p>Expand the extra-curricular offer at school so it can return to pre-COVID standards but also be more reflective of pupil needs and pupil voice</p> <p>Expand Key Stage Two active play through new equipment and playground provision ideas (Playground Leaders etc.)</p> <p>Continue to review, refine and develop our use of PE Journeys in the curriculum</p> <p>Staff to continue developing knowledge and application of BUSS Model in school with children benefitting from more targeted and effective PE Provision</p>

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

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: £5,500		Date Updated: 18/06/2021	
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£
Intent	Implementation		Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To transform the PE curriculum offer throughout the academy with a particular focus on a model that promotes bodily regulation and developing foundational movement systems.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Head/BHL and the PEL to research a variety of evidence-based approaches to deliver a curriculum which prioritises movement and bodily regulation and understanding.</p> <p>Head/BHL to meet with BUSS practitioners and experts and plan a clear CPD pathway for staff.</p> <p>PEL look at how BUSS could become a part of our PE curriculum.</p> <p>Run BUSS intervention for targeted pupils as case studies for delivering whole school curriculum change.</p>	<p>Carry over funding allocated:</p> <p>£4000</p>	<p>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?</p> <p>PE lessons, brain breaks and team builders are delivered with foundational movement at the forefront of teacher practice.</p> <p>PE provision and pupil play is more developed and supported via adults in a guided and enabling fashion.</p> <p>Pupil benefit will be measured via new case study data and pupil profiles as well as curriculum delivery monitoring.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	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: £16,200		Date Updated: 23-07-2021	
<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>					<p>Percentage of total allocation: 18%</p>
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:
Increase activities during break and lunchtimes.	Purchase equipment and provide additional resources from the PE storage cupboard to offer different bubbles more activities.	£3000	Play is much more varied across the different bubbles and Key Stages. Mixture of activities observed. Resources deployed differently to respond to need.		Continue to expand playground provision and develop a plan for wider Playground Change.
Make sure extra-curricular clubs prioritise exercise and movements.	Choose relevant clubs for different bubbles.	£500	Range of clubs offered focuses upon different forms of movement and activities.		Expand extra-curricular offer in line with bubbles breaking and COVID restrictions lifting.
Increase brain breaks and team builders throughout the school day.	Staff CPD on brain breaks with a range of suggestions provided to staff.		Teaching more in line with regulation and the demands of the brain. Active breaks, team builders etc. are more consistent across the academy.		Keep approaches going through sharing of good practice and complete a pupil voice on favourite team builders and brain breaks most often used.
Monitor activity before school and during the school day.	Make sure Travel Tracker is set-up across the academy.		Travel Tracker delivered in class and the children discuss their journeys to and from school as well as their level of activity in general.		WOW badges to continue. Develop activity mapping for across the academy and not just travelling to and from school (steps, active lessons etc.).

Created by:



Supported by:



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
Ensure Playground Change is present on the School Improvement Plan and a central part of the academies curriculum development moving forward.	<p>Year 5 project on improving and developing Key Stage One and Key Stage Two playground areas and wider outdoor environments.</p> <p>Fundraising across the next school year to be focused upon Playground Change and development.</p> <p>Pupil voice on PE, Playground Change and extra-curricular offer to be delivered and then analysed.</p>		<p>Children have an idea of the ways in which we can improve the playground and offer more active provision and daily physical exercise (through clubs for example).</p> <p>Pupils regularly talk about Playground Change and how we can be more active during the school day.</p>	<p>Extra-curricular offer to match Pupil Voice feedback, needs of pupils and prioritise physical activity.</p> <p>Playground Leaders to be developed to run different games, activities and challenges to further expand active play offer.</p> <p>Playground Change Developments.</p>
To develop the teaching of PE through Journeys and make PE interwoven with PBL learning curriculum and pedagogy.	<p>PE Lead teacher to write an article for AfPE focused upon PE Journeys and PBL.</p> <p>PE Lead to deliver pilot PE journeys as a series of case studies with staff across the academy. Then deliver staff CPD session on rationale for PE Journeys before sharing Intent Statement.</p>		<p>All teaching more purposeful and PE provision linked to project. Children talk about learning in PE not simply doing things.</p> <p>PE Journeys beginning to be delivered with good examples of PBL links in books and through classroom displays.</p>	<p>Monitor PE planning and provision. Are the sessions developing skills and offer opportunities to learn to move and move to learn?</p> <p>Review PE Journeys with all staff.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44%
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:
All staff to receive training on the BUSS model.	Book training with Sarah Lloyd and purchase wider reading resources.	£2700	Increased knowledge of the BUSS Model and the approach to building underdeveloped movement systems.	Continue to embed principles of BUSS throughout academy. In particular, PE provision in EYFS and Key Stage One.
Target staff to receive additional BUSS training to meet needs of changing EYFS/KS1 curriculum.	BUSS intervention.	£2000		
	Assign staff to training based on position in school and next steps of school development.	£1500	Staff are aware of the value of movement and the impact of effective movement teaching.	Develop staff further with additional BUSS training.
	Purchase new KS1 container for PE.	£1650+£800	Staff more fluent in the language of PE Journeys and are teaching PE not just doing PE. Children are enjoying the content as it is more purposeful, project linked and is developing movement skills and competencies.	Staff to be mentored and coached and when necessary attend further CPD opportunities.
KS2 staff to be mentored and coached by PE Lead teacher when delivering and teaching PE Journeys linked to PBL curriculum.	Discuss with all staff in staff meeting curriculum changes and then work with staff individually on planning and teaching of Journeys.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
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>Make sure wide variety of provision is delivered throughout COVID catch-up time and through class and team builder activities.</p>	<p>Teachers supported with panning ideas and discussions with PE Lead to teach a wide variety of games and sports during the COVID catch-up part of the year (between school closures).</p>		<p>Children have had multiple opportunities to take part in different sports, games and physical movements and activities.</p>	<p>Make sure that taster days and additional sessions from external providers can resume to further develop opportunities for our pupils.</p>
<p>PE Lead to deliver a variety of sessions to support staff in understanding different equipment and approaches to teaching different areas of the PE curriculum.</p>	<p>Several sessions modelled to staff throughout the year.</p>		<p>Teachers have become more confident with a variety of equipment and the teaching of different sports and skills.</p>	<p>Purchase additional resources and equipment to broaden the offer at the academy.</p>
<p>Staff meeting on PE Journeys to ensure coverage of a range of activities.</p>	<p>Staff meeting and material for the TLA folder to support staff in the different teaching components of delivering a PE Journey in different</p>		<p>PE Journeys to continue to cover and deliver a wide range of physical opportunities and activity for pupils.</p>	<p>Extra-curricular clubs to offer more opportunities to pupils to take part in a wide range of activities and sports.</p>
<p>Extra-curricular clubs to provide a wide range of opportunities to pupils.</p>	<p>sports and areas of physical activity.</p>		<p>Clubs prioritised according to pupil need and also physical activity.</p>	<p>More children become competent and road safe on a bike at the academy.</p>
<p>Bikeability provision</p>	<p>Book catch-up courses.</p>	<p>£1500</p>		
<p>Provide additional EYFS resources for staff as well as internal training.</p>	<p>EYFS staff to help choose various equipment and resources to deliver ELG and required curriculum elements.</p>	<p>£1200</p>		
<p>Forest Schools provision</p>	<p>Targeted staff to attend online course and purchase resources to establish a Forest Schools and outdoor learning area.</p>	<p>£1000</p>		

Key indicator 5: Increased participation in competitive sport				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:
Expand cross school competitions when bubbles break after COVID-19 restrictions.	Cross school competitions and events linked to particular sporting moments and occasions (EURO 2020; Olympics; Marathon etc.)		Children more aware of ongoing events and understand that competition is important but being a part of the community is more so.	Continue to embed trauma informed and relational ethos.
Hold separate sports days for different bubbles taking into account our trauma informed ethos and wider relational culture in school.	Year 5 Project to create and host school sports days. Stay at Home Sports Day provided during lockdown.	£200	Sports Days delivered with a focus upon community action and activity.	Enhance extra-curricular provision and community club links after COVID 19 restrictions.
Develop links with other schools to conduct some competitive sport when appropriate.	Join AfPE	£150		Become a member of AfPE. Quality Mark PE curriculum.
Extra-curricular clubs can offer competitive sport and provide further links for children wishing to join community teams and clubs outside of school.	Taster sessions in schools and wider links made with clubs who deliver extra-curricular provision in school.		All children took part in Sports Days and PE Journeys etc. which has developed skills in respect of learning to move, moving to learn and soft skills such as confidence, self-esteem and collaboration and communication.	Develop Sports Day and Playground Leaders and Activities to enhance these skills and competencies.

Signed off by	
Head Teacher:	Mrs Elizabeth Cox (Acting Head teacher)
Date:	23-7-21
Subject Leader:	Mr A Pickerden (PE Lead Teacher)
Date:	23-7-21
Governor:	Mrs Jen Lundy
Date:	23-7-21