

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 2021:	Areas for further improvement and baseline evidence of need:
<p>Results of virtual competitions: 1st - KS1 Ball Skills 2nd – Upper KS2 Orienteering 1st – Virtual skipping competition</p>	<p>We need to look into how to access further swimming lessons for years 5 and 6.</p>

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

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: £ 3540.73 + £676 (refund for benches) = £4216.73	Date Updated:	
What Key indicator(s) are you going to focus on? Increased confidence, knowledge and skills of all staff in teaching PE and sport			Total Carry Over Funding: £4216.73
Intent	Implementation		Impact
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To increase staff knowledge and skills when teaching PE.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Primary sports co-ordinator/specialist to support staff CPD by working directly with teachers each week. This PE specialist will work with teachers to identify and target areas for improvement, which will then be worked on over a half term.</p> <p>Three members of staff to go on a 'teaching school swimming' course.</p>	<p>Carry over funding allocated:</p> <p>£4100</p> <p>£116.73 (plus £78.27 to come out of the normal allocation)</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>Increased skills in teachers will improve the levels of engagement in lessons and ensure children make progress, evidenced by lesson observations and assessments.</p> <p>Swimming – Teachers will be/are better equipped to assess children's levels and provide activities to move their learning along. The percentage of children achieving end of KS2 standards should improve in normal years, ie from next year.</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> <p>Teachers will carry these skills forward to subsequent years.</p>

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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.	55%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	47%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
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?	<u>No</u>

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, 230		Date Updated: July 2021	
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?:
To provide appropriate PE equipment so that lessons can be taught to a high standard and children can all be engaged in physical activity.		To purchase equipment needed to deliver the PE scheme, encourage active playtimes and to replenish equipment where needed.		£1633.18	PE equipment is available for use in lessons so that lessons can be taught correctly.
To provide playground equipment to facilitate active playtimes and lunchtimes.					Nursery and reception children now have more outdoor equipment to facilitate physical exercise during free-flow time. They will be (it was purchased in July) more physically active and physical development will improve.
To facilitate physical outdoor activity in the foundations stage.		To provide outdoor equipment to encourage physical activity in nursery and reception.		Nursery £938.56 Reception £500.70	
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:
<p>To raise the profile of PESSPA by engaging in physical activities provided by WLSSP.</p> <p>To see up an assessment system for PE.</p>	<p>Encourage participation in the skipping school skipping skills and competition.</p> <p>To have skipping school in to lead sessions.</p> <p>To track pupils' attainment in PE.</p>	<p>(WLSSP – listed elsewhere)</p> <p>£0</p>	<p>Years 1 and 6 fully engaged with the skipping activities. Pupil skills improved over several weeks, including their ability to persevere. Years 1 and 6 also entered a skipping competition (virtual via video) as part of the WLSSP. Year 1 had a session with Chris from Skipping School. This helped to support their continued engagement with skipping.</p>	<p>Skipping ropes have been purchased (or won) and are now available. I plan to continue promoting skipping and will put a skipping personal challenge in next year. I also plan to have skipping school in next year to do some workshops.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.8%
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 provide appropriate CPD for staff to increase their skills and confidence in different areas of PE.	To provide training for teachers whose classes go swimming.	£78.27 (rest to come from last year's roll over)	3 members of staff have been enrolled in school swimming training.	A member of staff can deliver the football for girls sessions.
To provide a scheme of work to ensure progression of skills to support teachers in teaching quality lessons.	To provide training for the shooting stars programme (encouraging girls into football, part of WLSSP).	WLSSP listed elsewhere	A member of staff had training in order to deliver a club for girls on football skills. This will be delivered next school year.	Going forward, staff member will have appropriate skills to support children's progression in swimming.
	To support teachers in implementing the new PE scheme and improve the quality of their PE lessons (Leeds West Academy Offer)	Listed in the rollover section.	Teachers worked with the specialist teacher on units from the LTP/scheme and decided on a target to work towards, eg extending more able, children taking the lead more in the lesson etc. The specialist supported them to use the new scheme, plan lessons and achieve the target. Teachers became more confident at using the scheme and manipulating it to suit their classes more. Lessons were of a higher standard and children achieved at a higher standard.	Next steps - the PE specialist will work with teachers again next year on a different unit of work. Teachers will be asked to choose a unit that they feel least confident with.
	To subscribe to The PE Hub scheme.	£455		

			Teachers have gained more confidence in teaching PE since the scheme was introduced and PE lessons are being pitched at appropriate levels.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 19.6%
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: To offer a range of different sports and activities through lessons, forest school and trips.	To provide forest school experience to as many pupils as possible. To include a range of sports in PE via support from a PE scheme. To provide junior warrior experience for y6. To provide opportunities for a range of activities at Leeds Sailing Club.	£2405 PE Scheme listed elsewhere £650 £220 (travel) £370 (minus parental contribution of £52.96) = £317.04 £170 travel	Almost all year groups have had several sessions of forest school and have therefore experience outdoor physical activity in a natural environment. A range of sports are offered as part of the PE curriculum. Y5 and Y6 experienced outdoor sports via an educational trip – The experiences were well received. The children go great enjoyment out of the activities and felt a sense of achievement.	Next steps outdoor learning – To focus on developing a outdoor learning curriculum which shows a progression of skills across the years, as well as promoting team work, resilience, perseverance and mental wellbeing. Teachers will also have training in using tools, fires and den building. After-school sports clubs will also return next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.3%
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:
To increase levels of participation in competitive sport (via virtual or inter school bubble competitions due to covid).	To engage with competitions run by WLSSP and /or LWA Offer. To participate in competitions within bubbles.	£1300 £480.95 (medals for sports day)	All children in year 1 competed in a virtual ball skills competition. 1 team came first across Bramley schools. All year 5 children took part in a basketball skills competition. All year 6 children took part in a basketball skills competition and an orienteering competition. 20 year 6 children attended Bramley Olympics and came 4 th . Children have all had some experience of competitive sport in lessons and at sports day.	Next year, children will be able to participate in competitive sport with other schools (only possible virtually this year).

Amount Spent = £9148.70

Amount to carry over to next year = £10081.3

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	D. Mumby

Date:	
Governor:	
Date:	