

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:
<ul style="list-style-type: none"> • 12 children from Year 5 received Play Leaders training, where they were able to deliver and support in structured activities at break times. • All children took part in Mental Health and personal hygiene lessons with the school nurse over a 6-week period. • All children worked with Sports providers at lunchtimes, where they took part in structured activities such as multi-skills and team building activities. PE Lead purchased PE Hub resources that is used to show progression across the different year groups. • Teachers who have worked alongside sports coach are more confident when delivering PE lessons. 	<ul style="list-style-type: none"> • Liaising with CCIU PE leads to provide increased involvement in competitions for next academic year. • To take part in a range of competitive sports. • Train lunchtime supervisors to engage with children in physical activities and games.

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 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: £1,806	Date Updated: 24.06.21
What Key indicator(s) are you going to focus on? Key Indicator 2			Total Carry Over Funding: £1,806
Intent	Implementation		Impact
To provide lunchtime play equipment to encourage more physical activity during breaktime.	Purchase more group play/sports equipment	Carry over funding allocated: £1,806 Actual spent £3465.90	Children will be able to improve their mental and physical health as well as their wellbeing. Increase fine motor and gross motor skills as well as acquiring healthy habits.

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 2020.	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	59%
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: £17,690 Total allocated spend: £16,525 + possible £1165 on extra play equipment.	Date Updated: 24.06.21		
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: 46%
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:
<ul style="list-style-type: none"> Engage and involve parents and children in healthy eating and healthy living activities that can be followed collaboratively both at school and in the home. Introduce the Golden mile as an additional activity in the Spring term. To inspire children (Upper Key Stage 2) about the importance of improving and maintaining their mental health and personal hygiene and be able to verbalise this. 	<ul style="list-style-type: none"> Conduct questionnaire on 'healthy eating' and target children who show a low understanding in the importance of adopting and maintaining a healthy and active lifestyle. Organise a course for the Golden mile. Prizes for participation. To inspire children (Upper Key Stage 2) about the importance of improving and maintaining their mental health and personal hygiene. 	<p>£1,425</p> <p>Actual £1,986.15</p>	<p>Children are now aware of the importance of healthy eating and how to maintain a positive mental health.</p>	<p>Get parents actively involved in physical activities with the children at home.</p> <p>Each class to complete a daily mile at break or at the beginning of the day.</p>

<ul style="list-style-type: none"> To continue to provide a staggered lunchtime activity timetable (multi-skills, games, line dancing and Zumba) for all children to maintain physical activity and to undertake 30 minutes of structured physical activity and to target children who are overweight and inactive. To invest in sports activities during breakfast club. This will include wake up, shake up for all children in breakfast club. 	<ul style="list-style-type: none"> Sports Provider to come in on a staggered timetable to provide sufficient, structured activity for all children. Multi-skills to target improvement of fundamental movement skills, tactics and teamwork. Children are beginning to use this time to take part in intra-house competitions which focus on Level 1 Sports. Dance coach to be hired 2 times a week before school. 	<p>£6,650 Actual £4,650</p> <p>£1,900</p>	<p>The children are being active during their lunchbreaks and having a positive behaviour outside the classroom.</p> <p>65% of children participated in lunchtime activities.</p> <p>The children are energised in the mornings and ready to learn.</p> <p>90% of children attending breakfast club benefitted from dance and sports before school.</p>	<p>Train Play-Leaders to support dinner supervisors at lunchtimes.</p>
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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:
16%

Intent	Implementation	Impact	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Introduce new PE Scheme of Work (PE Hub) across the school. Purchase PE equipment to ensure children have the necessary tools to receive quality PE lessons and fulfil their potential. 	<ul style="list-style-type: none"> PE Lead to undergo training to deliver new scheme of work. PE Lead to complete inventory list of current equipment, map out long-term plans for PE and agree on equipment and apparatus 	<p>£325 Actual £455</p>	<p>PE lead and teachers have a better understanding of the progress made by each member of a class.</p>	<p>Use data from assessment to inform end of year reports.</p>

<ul style="list-style-type: none"> Carry out Pupil Survey to identify children's preferences for competitive sport To continue membership of the King Edward's School Sport Partnership (KESSP), in order to support PE lead, staff and children with maintaining high quality Physical Activity. 	<p>required to teach challenging lessons both indoors and out across all Key stages.</p> <ul style="list-style-type: none"> A range of different sports and games on offer. Prizes for winners, runners-up, fair play, sportsmanship. External providers to be invited to work with targeted year groups after school. PE-Lead to attend Partnership meetings to discuss how they can support during the academic year. Selection of CPD coaching sessions within PE to support staff with teaching new sports. (Swimming, gymnastics and archery). Children to participate in Level 2 inclusive competition, which will support in achieving the School Games Mark. 	<p>£2,500 Actual £2,500</p>	<p>Children's needs are catered for.</p> <p>CPD given to a range of teachers across KS1 and 2. Teachers are more confident delivering high quality lessons.</p>	<p>Arrange after-school clubs and competitions form the preferred sports.</p> <p>Offer CPD to new staff who have less experience delivering PE lessons.</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:
				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:
<ul style="list-style-type: none"> Train staff across Early Years and Key Stage 1 key skills, to deliver a wider variety of physical activities and games during PE lessons. Offer children of all age groups a variety of sport and activity-based opportunities to share their interests, learn new and develop existing skills. Training of Midday Supervisors to engage children in physical activities and games at lunchtime. To reduce the number of behaviour incidents at lunchtime. PE lead to attend Partnership meetings and Caritas Christi network meetings to ensure that high-quality, inclusive and safe practice of Physical Education is delivered to every 	<ul style="list-style-type: none"> KESSP to deliver Lunchtime supervisors' training PE Lead to work alongside Midday Supervisors in delivering games during lunchtime. Working with Caritas schools to develop an assessment framework which can be utilised within lessons by staff. 	<p>£325</p> <p>Actual £425</p> <p>£500 CCIU subs for PE</p>	<p>CPD provided by KESSP to upskill staff in KS1 and Early Years.</p> <p>4 staff received CPD and 50% were confident to deliver a lesson afterwards.</p> <p>Rescheduled for 2021/22 year.</p> <p>Not met due to Covid-19</p>	<p>Sustainability and suggested next steps:</p> <p>Work with KESSP to ensure all coaches are effectively training staff in their sports specialism, so staff's confidence increases.</p> <p>Arrange competitions to get more children active.</p> <p>Offer CPD from KESSP for lunchtime supervisors.</p> <p>Full roll out of PE Hub assessments.</p>

child.				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17%
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> <ul style="list-style-type: none"> Bikeability training 	<ul style="list-style-type: none"> Run Bikeability sessions for Year 5 and 6 pupils. 	<p>Included in KESSP package.</p>	<p>Children have developed an increased road safety awareness, and this has promoted the use of bicycles for fun and transport.</p> <p>10/10 (100%) Year 5 received their Level 2 competency. 8/9 (89%) of Year 6 received their Level 2 competency.</p>	<p>To continue to provide Bikeability for our Year 5 and 6 pupils and increase their understanding of road safety when travelling on bikes around the local area.</p>
<ul style="list-style-type: none"> Build in enrichment day linked to a particular physical activity (Daily Mile) so that this is fixed in school calendar and become sustainable. 	<ul style="list-style-type: none"> Daily rota for each year group to keep active. Will also be used as a reward. 	<p>To be investigated – Possibly £1165 left in allocation that can be used for this.</p>	<p>Children will be able to improve their mental and physical health as well as their wellbeing.</p> <p>Increase fine motor skills as well as acquiring healthy habits.</p>	

Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> Educate and engage children on a wide variety of competitive sports. Participate in Caritas and run inter-house competitions. Promote competitive opportunities for all pupils across school in both intra and inter school formats Consolidate the House system (reward system) that celebrates achievements in sport e.g. effort, fair play, teamwork Use of minibus for children to attend inter-sporting competition. Involving KS2 in an outdoor athletics competition through 	<ul style="list-style-type: none"> Gather interests and capabilities of children across school, reviewing borough competitions that in order to provide necessary training to be prepared. Pupils recognise the wider benefits of participating in sport and consider it an important part of their development. To ensure minibus is booked for competitions and has the relevant fuel and safety checks completed. Liaise with Caritas to arrange an outdoor 	<p>£2,000</p> <p>Actual £3243.50</p> <p>£900</p>	<p>Not met due to Covid restrictions</p> <p>Children are remaining active and development team working skills.</p> <p>Cancelled due to covid restrictions.</p>	<p>Re-arrange for next academic year.</p> <p>Organise more competitions for different ability groups.</p> <p>Liaise with Caritas about next academic year.</p>

<p>taking children to the Caritas Christi Athletics Tournament.</p> <ul style="list-style-type: none"> Get children involved in extra-curricular activities. 	<p>athletics competition.</p> <ul style="list-style-type: none"> Liase with KEESP about hosting after school clubs termly. 	<p>Included in KEESP package.</p>	<p>Able to demonstrate skills in a variety of sports.</p> <p>61% of Year 5 took part in football after-school club.</p> <p>37% of Year 6 took part in cricket after-school club.</p> <p>40% of Year 4 took part in dance after-school club.</p>	<p>Organise more after school clubs next academic year, so more classes have the chance to take part and more children in each year group have the opportunity to participate in sports they enjoy.</p>
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Head Teacher:	M. Ashley
Date:	18.11.2020
Subject Leader:	K.Tobias
Date:	18.11.20
Governor:	
Date:	