

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](#).

Created by:



Supported by:



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>Renewing of the Multi-Use Games Area (MUGA) surface and surrounding area. Astro-turf playground for constant use of green space. Resurfacing of the playground. Participation in sporting events. Opportunities to experience other types of sporting events. Meeting role models from the sporting community.</p>	<p>Ongoing renovations to playground markings. Reintroduction of sporting events. Introduction of opportunities for a variety of sports. COVID secure resourcing of sporting equipment.</p>

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: £11,700	Date Updated: 1/5/2021	
What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity			Total Carry Over Funding: £6500	
Intent	Implementation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Allow children to participate in opportunities to exercise when restrictions allow the school to do so.</p> <p>Top up swimming sessions to allow children to provide the opportunity for catch-up where required.</p> <p>Enrichment activities when restrictions allow (Provided by Premier Sports)</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Bubble equipment for after-school club</p> <p>Bubble equipment for each class.</p> <p>New activities equipment (for sporting events outside of the curriculum: rounders, archery, basketball, table tennis)</p> <p>Costs for coaches and accelerated swimming programme</p> <p>Paralympics enrichment day for the Tokyo Games</p> <p>Further enrichment</p>	<p>Carry over funding allocated:</p> <p>£100</p> <p>£400</p> <p>£500</p> <p>£2000 (approx. reserved)</p> <p>£1500</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>Children will be surveyed on the distribution of the new equipment to gauge response.</p> <p>Calculate increase in participation in non-curriculum activities based on uptake in Coleridge School Sports Partnership uptake.</p> <p>Increase in number of children meeting expected swimming standard.</p> <p>School-wide survey of engagement.</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>Based on survey consider which equipment is best suited for bubble play, what other equipment is desired by children.</p> <p>Consider wider sporting opportunities offered by Netherhall Sports Partnership which require wider resourcing (e.g. Cross country)</p> <p>Accelerated program may be required across the school for missed swimming.</p> <p>Based on feedback consider the future prospective enrichment events.</p>

<p>Year 6 Residential Alternative arrangements</p>	<p>opportunities</p> <p>Taking part in adventurous activities</p>	<p>£2000 (Approx.)</p>	<p>Pupil voice survey.</p>	<p>We may not be able to see an immediate impact on our school but it could provide opportunities for other sporting possibilities outside of our regular curriculum.</p>
--	---	------------------------	----------------------------	---

<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.</p>	<p>Children will be surveyed prior to leaving school in Summer 2.</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>TBC%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>TBC%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>TBC%</p>
<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>	<p>Yes/No</p> <p>To be confirmed, funding is allocated for this purpose.</p>

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: £19,510		Date Updated: 1/5/21	
<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>					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?:	
Markings on rear playground	Mile markers on rear playground as an initiative to encourage activity at break and lunch times.		£1000	Markings have not yet been laid due to delays.	
Parkside federation Sports Leaders	Funding used to pay for course of Sports Leaders		Paid for as part of Parkside membership.	Sessions are being planned to possibly take place in Summer term 20/21.	
Mike Mullen BMX – Assembly	Children participate in BMX workshop and assembly.		£562	Visit took place with Y4 in Autumn term having hands on time with a professional.	
Winter Sports festival	EFL Winter sports festival held during school closure to promote different ways of getting active.		£Free	Children took part in a virtual event.	
				Liaise with HT & SDP team to ensure Morley Mile markings are marked as soon as possible.	
				Session will need to take place in line with current guidance.	
				Pupil voice showed children enjoyed the opportunity and the hand on nature of the visit, they requested further alternative events such as skateboarding.	
				Pupil voice showed a lack of interest in participation with an event that was online, they did not find the materials easy to understand.	

Created by:



Supported by:



Premier Sports lunchtime provision	Sporting coaches teaching multi-sports and dance during lunch breaks.	£ Final figure to be confirmed.		
Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement				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:
Develop the role of 'Junior Sports Leaders' within the school	Release time for PE lead to develop skills of 'Junior Sports Leaders' in KS2	£600	Children in Year 5 and Year 6 will run activities for children during lunch times. Children able to motivate and guide other children with activities during PE sessions and a break or lunchtimes.	Roll out again next year, increase release time to work with KS1 to allow the creation of KS1 sports leaders and raise profile of sports across the school.
Launch Morley Mile	Release time for PE lead to work with Sports Role Models in each year group to launch a new initiative around Morley Mile.	£100 per afternoon (£300 total) 3 afternoons worth of cover (1&2, 3&4, 5&6)	Markings not yet placed on playground.	Use release time to roll out when markings have been placed.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Develop role of PE lead to be able to lead effectively	Release time to attend termly network events	£Free £1000 set aside	Due to the virtual nature of events there has been a downturn in availability, however costings have also been lessened as these courses are now free.	Investigate opportunities for further professional development for staff in the next academic year. Going forwards staff will be surveyed and asked more often to contribute their thoughts on professional development.
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:
Half day experiences offered by outside providers	All classes to experience a sports enrichment day based on feedback from children and available options	£1200 per event X 3 (£3600 total)	Currently a Paralympic event is planned to take place before the end of the Academic year, but this depends on restrictions.	Ideally, due to the previous success of the events, it would be worth pursuing half termly enrichment days. This would allow a focus on known and unknown sports which have shown to be popular in surveys post events.

Transport costs for events	Allows children to travel to events outside of the local area.	£1000 set aside £300 (approx.)	No sporting visits have yet taken place.	Continue to set aside money for possible events.
----------------------------	--	-----------------------------------	--	--

Key indicator 5: Increased participation in competitive 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:
Develop school sports teams for participation in tournaments	Renew subscription to School Sports Partnerships: Coleridge School Sports Cluster Cambridge Sports Partnership (Netherhall)	£1700	Unfortunately we have been unable to attend sporting events prior to Summer 2 (one event is planned for Y5/6)	Investigate the possibility of using funding to sign up to the Cambridgeshire School Sport Partnership and increase participation in KS1 and KS2 events such as cross country and swimming contests.
Additional sports coach/adults for children to attend after school tournaments.	Liam to be able to attend tournaments with groups.	£500 £50 approx. x 10 sessions	Liam was able to provide extra support by joining the school for sporting events.	Continue to use Premier Sports to allow members of staff to attend sporting events. Enquire about booster sessions to help increase participation in sporting events.
New uniforms for the sports teams	Replacement kits for children's sports teams.	£700 set aside. £6 (per shirt)	Did not occur this year due to Football competitions not taking place. The team were due to pick their kits after being selected.	New uniform to be investigated prior to the first sports competition of the year (Tag Rugby).

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	Jack Pullen
Date:	
Governor:	
Date:	