

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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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"> • Competing in intra, inter and going through to some finals and regional competitions • 6 years' participation of the School Games Mark • School Games Mark Gold award in school • Increased opportunities for after-school clubs • CPD in Dance and Yoga for teaching staff • Nurture provision to promote healthy minds and good mental health of vulnerable pupils • Inviting sports club and sport champions into school to inspire children to take up a sporting activity and promote healthy bodies and minds • Rotherham United Girls Football sessions • Bronze and Silver award in 'Modeshift STARS' Award • Increased amount of children walking, scooting or cycling to school • Link with Rotherham Titans – leading Rugby sessions and supporting reading. • Full time Sports Teaching Assistant to impact on teachers' knowledge • Active classrooms – Go Noodle/ Supermovers 	<ul style="list-style-type: none"> • Continue to improve overall fitness and activity levels of all children • Review PE curriculum due to COVID-19- ensure no contact sport is taught during term 1. Address the recovery of the subject • Purchase new resources and update equipment. • Attend CPD and PE network meeting for PE Leaders. • Use of PE equipment (skipping ropes, footballs, basketballs, hoops etc) to be used during break-times supervised by playground leaders. Improve active playtimes. • Purchase of Jenny Mosley Fantastic Lunchtimes and games. • Developing the PE portfolio with further evidence of child participation • Assessment of children's abilities in a variety of sporting and fitness areas including their social and health understanding.

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

<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>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>	73%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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>	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, 830		Date Updated: 5/2/2021	
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: 7%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
<ul style="list-style-type: none"> Improve overall fitness and enjoyment of physical activity for all pupils. 	<ul style="list-style-type: none"> All KS1 and 2 pupils engage in the daily mile or similar activity indoors where appropriate. Opportunity for teachers and TAs to engage in discussion and mentoring of specific pupils during the daily mile. Use of imoves resource for physical activity indoors in wet weather. (Active challenges, mindfulness) Teachers to take photos and videos of the children so they can see how they are progressing. Children to peer coach each other to watch for improvements. Photo and videos to show evidence of progression. Children to be able to 		£1000	<ul style="list-style-type: none"> Children to provide effective feedback to develop peer skills and techniques. 	

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<ul style="list-style-type: none"> To improve engagement with physical activity at dinner and break times. 	<p>confidently explain how they have improved.</p> <ul style="list-style-type: none"> Reflection and peer assessment time to become embedded within PE lesson Playground leaders to be trained by Sport TA and PSL in order to lead structured lunchtime activities. SMSA to attend training on Jenny Mosely Fantastic lunch times 	<p>£300</p>	<ul style="list-style-type: none"> Increased involvement in a range of activities at lunchtime. Reduction in problems between peers due to more structured activities. 	<ul style="list-style-type: none"> Playground leaders to have a rota system to deliver activities on the bottom yard. Training for SMSAs for active playgrounds
<p>Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>45%</p>
Intent	Implementation		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"> Positive attitudes to physical activity. Competitive opportunities for children to access based on personal best. 	<ul style="list-style-type: none"> A focus on a PE curriculum with a 'something for everyone' approach, combining team, individual and striving for personal best. Clear progression of skills and 	<p>£5,000</p>	<ul style="list-style-type: none"> Achievements of children at sporting events is celebrated in rewards assemblies, on the website and through class Dojo. Broader offer of school 	<ul style="list-style-type: none"> Sport TA and subject leader to support with planning and delivery of PE where required. Develop use of sport to impact on whole school

<ul style="list-style-type: none"> • PE Leaders upskilled and attending RoSIS training offer. • High quality PE lessons delivered which are motivating and engaging for children. 	<p>introducing new methods of deliver to ensure that skills are transferable across sports.</p> <ul style="list-style-type: none"> • Positive role models for children to observe – ensuring that each year group gets time with the PE TA • Introduction of virtual competitions within and across the family of schools in the local area • Key staff attending RoSIS events • Review scheme for PE and alterations as appropriate. • Key staff attending RoSIS events Spare kit purchased to ensure that all children can participate • Resources updated to enable high quality lessons. 	<p>£1000</p> <p>£2000</p>	<p>extracurricular sports activities and inter school competitive fixtures. Increased participation at school games and cluster events.</p> <ul style="list-style-type: none"> • Positive verbal responses when having discussions with children about their PE lessons and the activities. • Children have stated that they prefer certain activity areas but understand the benefit of taking part in a variety of activities. 	<p>improvement</p> <ul style="list-style-type: none"> • Continue to develop use of sport as a way of improving children’s mental health and well-being.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%

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"> Continue to increase training and development opportunities for staff, to ensure that all children have access to high quality and sustained physical activity as part of their broad and balanced curriculum Supporting practitioners to gain confidence, improve their knowledge and refine their skills set. 	<ul style="list-style-type: none"> PE specialist TA to support practitioners in improving their skill sets and confidence in the delivery of physical activity, quality PE lessons and model good practice to staff – this has involved, the sharing of long term planning, discussing lesson and unit outcomes and providing schemes of work as well as a resource bank to enable staff to access lesson plans. Develop the role of sport's TA and Subject leader in school to further improve the quality and consistency of delivery and to establish common approaches to tracking and assessing key fundamental movement skills. Employment of full time sports coach. 	£7000	<ul style="list-style-type: none"> Members of staff have been provided opportunities to consolidate and learn from PE lead and PE specialist TA, speaking and discussing lesson plans and activities. 	<ul style="list-style-type: none"> Sport TA and subject leader to support with planning and delivery of PE where required.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%

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	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:

consolidate through practice:				
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Sporting after school clubs on offer for EYFS, KS1 and KS2 and visiting clubs invited in to talk to pupils about trying new sports • Competitions and opportunities for children. • Sports day 	<ul style="list-style-type: none"> • Identify those opportunities that appeal the demographic on local competition calendars. • Plan and organise a sports day which enables children to achieve their personal best, compete with each other and celebrate sports. • Multiskills club offered for KS1 pupils. • Multi sports club offered to KS2 pupils. • Football offered for KS2 pupils. • Links to local clubs improves – RUFV/ Rotherham Titans • Attendance of local cluster EIS • Attendance at DSAT games 	£4000	<ul style="list-style-type: none"> • Pupil survey about how competitions made them feel and what they enjoyed about the competitions and how their perceptions have changed. • Identifying those who typically do not volunteer to compete at events and identify outlets for them to represent our school. • Continue to make links with the local community to broaden children's horizons. 	<ul style="list-style-type: none"> • Continue to gather evidence about the impact of competitions on children's attitude towards PE. • Continue to foster links between local clubs and the activities that we promote. Introduce virtual competitions across the 'family of schools' so that children are still able to demonstrate personal best achievements. • Due to Corona Virus a number the actions were not achieved this year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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"> Increased determination, perseverance and resilience to winning and losing. Pupils in KS1 and 2 have the opportunity to experience being part of a team and take part in competitive sporting events. 	<ul style="list-style-type: none"> Enter competitions throughout the year that appeal to the demographic of the school. Football, athletics, multi-skills, basketball as well as alternative competitions Academy wide initiatives to increase participation in competitive sport School to subsidise transport costs to enable maximum numbers of pupils to attend sporting competitions PE subject leader to attend cluster meetings to ensure maximum involvement. Take part in other inter school competitions (in collaboration) 	£2000	<ul style="list-style-type: none"> Progression in and at competitions had been greater than previous years making it to the finals of competition. DSAT games. Links made with other academy schools. Plans put in place for new school year. 	<ul style="list-style-type: none"> Continue to enter competitions with a wider spectrum of activities and identify opportunities for PP/FSM and SEN children across the school. Use Arbor to track more closely the children who participate in competitions and festivals. Networks of PE coordinators in cluster and DSAT to increase opportunities in school competitions.