

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>All classes across school achieving 30 mins active per day using fitness first tracking system daily by staff.</p> <p>Daily Mile is part of our core offer undertaken regularly through school.</p> <p>Gold School Games Award winner 2 consecutive years.</p> <p>Increased community partners to include Novocity Dance & GNS football.</p> <p>Supported children virtually to keep active through lockdown.</p> <p>Developed a progressive and inclusive PE curriculum.</p>	<p>Support and focus on EYFS physical development.</p> <p>Ensuring children continue to be physically active through COVID rules and regulations particularly at playtimes.</p> <p>Orienteering course to be added to school to make greater use of outdoor space.</p> <p>Invest in Equipment to support COVID safe play times.</p>

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

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		Date Updated: July 2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
<p><i>Your school focus should be clear how you want to impact on your pupils.</i></p> <p>Children to engage in daily mile at least 3 times a week</p> <p>Additional after school provision based on audit of children's needs and wishes. Target at less active year groups.</p> <p>Extend Ks1 playground utilising space from demolished caretakers house</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Staff and children are committed to the daily mile and make time for this in the weekly curriculum.</p> <p>After school football club KS2 staff</p> <p>GNS local football coaching x 3 courses.</p> <p>SLT to work with Mr Pashley to ensure playground is safe to access.</p>	<p>Carry over funding allocated:</p> <p>£0</p> <p>£535</p> <p>£9370.90</p> <p>Total £9905.90</p>	<p>Using fitness first tracker we have monitored the impact of this. A 2yr NPQSL project for focus has resulted in all children</p> <p>60 ks1 children accessed football 15 ks1 children accessed dance 14 ks2 accessed additional.</p> <p>Extra space ensures children are safe but have adequate access again in inclement weather.</p>	<p>This is 100 % sustainable and the 2nd year of running. Staff are committed.</p> <p>This is seen as an enhancement to core provision in school and would only be continued if funding allowed and audit showed need. We are trying to link children in to existing clubs.</p> <p>Ensure space is utilised effectively.</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 2020.	59%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	51%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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: £ 19,3800	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:
				%
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:
Our school is committed now to the daily mile this is an integral part of our weekly curriculum	Ensure teachers are ensuring time in the curriculum to access playgrounds in bubbles	n/a	Pupils know the expectations and often ask for this it has also been used as a brain break for children in afternoons in KS2.	Maintain positive attitudes to this even in inclement weather
Classroom Activity resources for COVID safe playtimes and support 30 mins active agenda	KS2 playtime kits and suggested games put together and distributed.	£514.82	Children are more active and engaged at playtimes less behaviour incidents and focused play.	Resources to be audited and replaced per half term.
	KS1 & EYFS resources ordered and distributed.	£593.04		
	New bikes/helmets and scooter boards for EYFS	£461.57	Balance bikes & Scooter boards are improving core skills of EYFS pupils	Checks and repairs if needed on going
Teaching of Swimming to Y4 cohort	2 classes accessed 10 weeks of swimming and water safety lessons	£1100 Tutor cost £800 transport	See swim data for impact	To repeat for next academic year for year 6 who missed this due to COVID and next year 4 cohort.

Key indicator 2: The profile of PESSPA 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:
Continue to offer a cohesive PE curriculum. Extend offer to include EYFS access starting fundamental skills with our youngest children	3 year membership paid forward and additional staff meeting for EYFS to be delivered in the autumn term.	£1995	All children can continue to access the PE scheme. EYFS will be included in new platform to widen the skill base to the youngest children important	Small additional funding onto yearly fee.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
EYFS Staff meeting on Real PE	All staff to be given training on use either by MW or via webinars available,	£150	Ensure consistency in approach of high quality PE	Continue to monitor half termly staff access via dashboard and offer support where needed
Invest in CPD of PE lead to ensure school maintain up to date with Covid safety and PE updates	Yorkshire Sports Conference PE lead accessed sports conference to ensure latest updates are passed onto staff.	£50	Staff are kept up to date with requirements and regulations and best practise is shared via any updates.	Staff to be linked in with any free webinars that may support their CPD
Ensure Dance and active breaks are integrated into the school day	Imoves membership renewed	£295	Dance & Brain breaks incorporated to support 30 mins active agenda.	Review use and see whether this is cost effective to continue.
To access latest updates and professional support and training	AFPE 1 year membership	£115		
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:

Additional achievements:				
Make better use of schools grounds and introduce children to new sports and skills that may interest them	Fixed Orienteering course mapped out onto the school grounds and full staff meeting from SYorks Orienteering.	£200 resources £125 staff meeting	Full team trained on resources. School mapped out and fixed course now in place with lesson plans ready to use across all age groups.	Ensure staff are linking this in with their long term plans across the year to make best use of this.
To keep pupils more active outside if the school day.	Supported the Beat the Street initiative via Ivy Dorchester Brown	Mapping of school £150 N/A	Fantastic engagement with Redscope constantly in the top 15 school in Rotherham	Link children in with the planned summer activities.
Introduce children to Rugby and make local community links	Rotherham Titans to teach Y1 & Y5 Rugby skills	N/A	Children thoroughly enjoyed the sessions and some are hoping to access Holiday camps when available	Sessions to be repeated with other year groups in the next academic year.
Use specialist teacher to boost quality of PE in Year 5	S Smith delivering double PE slots in Y5 for school year including throughout lockdown. (Salary cost based on ½ day of PE.)	£4771	Skills exhibited by pupils much improved. Children highly motivated by PE.	S. Smith to deliver more PE provision in 2021-22

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:
Continue to support children un accessing inter and intra school sports activities linking with SYSGO (Covid has reduced the inter school opportunities this year).	Yorkshire sport activities whole school accessed including Whole school bubble challenges. Christmas themed daily mile activities and intra school sport via coaching from Wingfield PE teacher. School games framework still completed to show commitment to sports events.	N/A	School bubbles have still been able to compete with class mates and more of a focus on personal best.	Continue to work with feeder schools and increase connections with other schools once we are able to proceed safely.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Maria Warren
Date:	15 th July 2021
Governor:	
Date:	