

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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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](https://www.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:
- Established lunchtime coaches to enhance lunchtime behaviour. - Obtained School Games Bronze Award. - Playground markings to increase physical activity at playtimes. - Increase in after school sports clubs. - Permanent playground equipment fitted. - Children accessing different school sports e.g. ultimate Frisbee. - All staff upskilled in their PE teaching. - Increase in physical activity during lessons for all children. 98% of children (KS2) have had the opportunity to represent the school at an inter school event. - Purchase of new whole school PE scheme to improve PE lessons for ALL children. - Purchase of new equipment to support high quality teaching of PE and new scheme of work.	- To improve overall mental health and activity during playtimes to ensure they are inclusive and active for all children. - Continue to increase physical activity during the school day to meet the government target 30:30. (continued from last year due to COVID) - To improve the dance and gymnastic teaching within the school. (continued from last year due to COVID) - To continue to develop PE teaching across the school (continued from last year due to COVID). - To develop the knowledge of staff to make PE fully inclusive for all children.

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 July 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on? 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				Total Carry Over Funding: £5,500
Inten t	Implementatio n		Impac t	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actionsto achieve are linked to your intentions:	Carry over funding allocated:	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-engagementwith school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
To increase the activity of children during lunchtime play.	Nathan to lead football/ other games during lunchtime play for some year groups (COVID restrictions)	£17.50 £3325 per year	Children are activity playing and being supported with their play by a trained sports coach. Most children are enjoying playtimes and using the time engaged in physically active play increasing well-being both mentally and physically.	Sustainability: Children will have game ideas which they can use during their independent play. Children will develop positive healthy habits at playtimes. Next steps: Re-introduce timetable next year when classes are mixed together again with a range of sports on offer.
Purchase of large speaker to support dance/ movement outside.	Ask ICT co-ordinator to research and recommend speaker to purchase.	Quote being obtained from ICT provider	Speaker will give children the opportunity to dance outside.	Sustainability: Speaker can be used by all classes across the school to support movement at playtimes. Next steps: Use speaker to run a morning wake a shake type activity next academic year???
Purchase Moki bands to monitor activity levels	- Purchase of two class sets of Moki bands to track activity levels. - Give them to Year 5 and test how this works in the classroom. - PE lead to feedback to rest of staff at staff meeting.	£2,400- two sets of bands	Currently only established in Year 5. Children wearing them Mon – Wed. It has raised the profile of physical activity and children are keen to wear them and take part. Increased PE lesson activity. Year 5's will be ready to use when they move them to year 6.	Sustainability: From monitoring activity levels, PE lead can improve ways for teachers to - Overall activity will be increased when data is analysed. Next steps: - Timetable the bands across the term and run mini competitions within each class to encourage children to be more active. - Use data to target specific groups of children and support their physical activity. - Use data to monitor activity across the day and look for ways to support and improve.

Run skipping workshop	• Book skipping workshop • Purchase a skipping rope for all children • Training for TA's (during the skipping day) using long ropes.	£1294.80- Dan the Skipping man and skipping ropes	Lots of children are skipping before, during and after school raising activity during playtimes. Some children, who were unable to skip during the workshop, have learnt to skip at home with the ropes purchased for them demonstrating resilience.	Sustainability: Children will have learnt a new skill which can support them in becoming physically active. Next steps: Young Leaders to support skipping games at playtimes. MDSA training using the long ropes for playtime use. Year 5/6 training using long ropes and mini ropes to run mini skipping workshops during playtimes.
Year 6 Activity Day	• Children to experience archery and dodgeball.	£500	Access to new sports.	

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.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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		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- FOCUS FROM ROLL OVER SEE ABOVE.				Percentage of total allocation:		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:		
				10%		
Inten t		Implementatio n		Impac t		
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 introduce one ‘active’ core lesson each week (not including PE)		Attend Active Teach training and purchase. - PE Lead to attend training - Purchase Active Teach - Share with staff at staff meeting Monitor active lessons. - Monitor planning - Observe Lessons		£1074 Supply time for PE Lead- 1x half day Every full time teacher to have half a day supply	All staff now have a bank of lessons. However, there is little evidence of these in Maths and Literacy planning.	Sustainability: Teachers will have a bank of ideas to use in their planning to increase activity. Next steps: Each teacher to have half a day supply to explore resource and weave into next academic years planning. To take place end of summer term/ beginning of autumn term.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
FOCUS				26%
Inten t	Implementatio n		Impac t	
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 improve the quality of gymnastics teaching across the school <i>(use funding from this year but to take place from Sept 2021 due to COVID restrictions this year).</i>	- Year 5 teacher (and Level 3 gym coach) to work with all teachers for a 6 week block of gym teaching. - Purchase any addition resources needed to support gymnastics teaching. - Lesson observations by SW as a follow up.	Supply time for SW: 6 week block of gym teaching for each class. £262.44 (per 6-week term). £1,574.64 - Staff meeting for SW to run INSET 2 x staff meeting- £100 ½ day for PE Lead and ½ day for SW to plan teaching using SoW and SW expertise. £400 1x day for SW to create new SoW/ progression document for gymnastics £200 1x ½ day for gym audit of equipment and order any others. £100 TOTAL- £2374.64	- Lesson observations will demonstrate increased confidence and knowledge in gymnastics teaching. - Staff will feel more confident in the teaching of gymnastics. - All children will receive good gymnastic teaching. - Staff will be confident to use equipment to enhance gymnastic teaching.	Staff will be confident to use their new knowledge independently increasing the standard of gymnastics teaching across the school. COVID RESTRICTIONS/ LOCKDOWN AND SW MATERNITY LEAVE HAS MEANT THIS HAS NOT HAPPENED THIS YEAR. USE FUNDING FROM THIS ACADEMIC YEAR BUT WILL TAKE PLACE FROM SEPTEMBER 2021.
PE lead to observe PE lessons across the school as a focus on how to improve PE teaching within each year group.	- Observe all teachers. - Feedback strengths and areas for improvement. - Drop ins to ensure improvements are being implemented.	Supply time for PE lead 2 x days. £500	- Quality of lessons will be improved. - PE lessons will be of high quality supporting children's skills, knowledge and attitude towards PE.	Improved lessons will increase the physical activity enjoyment for all children COVID RESTRICTIONS HAVE MADE THIS CHALLENGING SO THIS WILL CONTINUE AUTUMN 21.
Purchase a PE scheme of work to support PE teaching across the school for three years.	- Staff questionnaire about overall effectiveness of scheme of work. - Purchase investment package (three years)	Cost of scheme- £1375	100% of staff feel their PE teaching is better and like the scheme (see staff questionnaire) - PE teaching will continue to get better. - Staff enjoyment of teaching PE has increased significantly which impacts on the profile of attitude towards PE and sport across the school. - Children are receiving better quality lessons. - Children are now enjoying PE lessons.	Staff will continue to learn new games and skills through the PE SoW which will enhance their PE teaching in future years. Next Step: Review each year via staff questionnaire. Pupil interviews.
To upskill teachers in making their PE teaching fully inclusive for all.	- Attend TOP Sportsability course - Training with Rachael Brown	Cost of supply for all teachers to attend training. Cost for all TA's to attend twilight	- PE teaching will become more inclusive - Staff will feel more confident in providing an inclusive curriculum for all children.	Monitor next year with SENCO?

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
Inten t	Implementatio n		Impac t	
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	Funding	Evidence of impact: what do	Sustainability and suggested
To support children who do not engage with regular physical activity to become more active.	Run Energy Club (TA based?)	Purchase energy resources £100.	Resources published.	
To ensure all children can swim 25 meters by the end of Year 6.	- Book pool and coach for all Year 5 children to attend additional swimming for 6-10 weeks to secure the 25m objective. - Children who have secured 25m distance to participate in lifesaving program.	Coach £320 Cost of pool. £694.80	All children will be able to swim 25m. Any children who are still unable to will be able to access TOP Up swimming in Year 6.	All children will be able to swim 25m. Children who were able to swim will have developed lifesaving skills which will support them in the future. COVID RESTRICTIONS/ REPAIRS AT TROWBRIDGE POOL MEANS THIS DID NOT HAPPEN. ROLL OVER THIS TO SEPT 21.
Purchase additional resources to support teaching of new sports in curriculum PE (yoga, dodgeball, fitness).	Purchase resources to support new curriculum subject areas.	Shin pads £6 each (x8 pairs of each size LKS2/ UKS2 £96). See separate list. £1,719.34	Children will experience high quality PE lessons including different sports to try and engage a range of children.	Equipment will last for many years and impact many pupils.
Buy Leadership scheme for Year 5 children to follow to become young leaders. (link to K11)	All Year 5 children to participate in a leadership PE program during their PE lessons in Summer Term.	£99 licence £25 certificates £82.50 Journals TOTAL: 206.50 ½ day PE lead time to train TA/ MDSA's/ MDSA time for training (1hr). ½ day supply time to organise.	All year 5 children will have accessed the leadership programme gaining valuable skills of leadership/ a different aspect of school sport. PE leads knowledge in leadership programme increased.	These children will be able to continue this role for Year 6 and support the new Year 5 children in Term 6. Next Steps: Year 6 children to support playtimes by organising small active games/ activities for children to play. Year 6 children to apply to become a Play Leader for a term. PE lead to train TA's/ MDSA's to support the role of these children. They can then be timetabled into play and lunchtimes to organise activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Inten t	Implementatio n		Impac t	
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 continue to attend competitive events across the cluster.	- Join School Collaborative Package for PE. - Hire mini buses to support parents with transport to and from events.	£277 to join £500 (transport to and from events) Additional hours for staff to attend matches.	Increased number of children representing the school at sporting events. Photos/ newsletters/ interviews with children. Providing transport will support working parents to allow their children to attend these events. PE support staff will help enter events leading to an increase in the number of events we are able to attend.	More children will be wanting to join in school sport. NOT SPENT DUE TO COVID/ LOCKDOWN

Signed off by	
Head Teacher:	K.Ash
Date:	July 21
Subject Leader:	P.Fox
Date:	July 21
Governor:	
Date:	

Finance Officer holds exact figures of finances. Due to COVID some things on this plan are taking place in the 21/22 academic year. However, the funding has been allocated from the year 20/21.

