

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.

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.	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19%
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: £17421		Date Updated: November 2020	
<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>					<p>Percentage of total allocation: Area 1 £5,900 33%</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>
<p>Continue with the development of Breakfast Club to encourage more pupils to attend school earlier and get involved in physical activities and healthy eating.</p>	<p>2x Members of Staff in charge of breakfast club with responsibilities to order food, prepare and supervise. Use of themed mornings at Breakfast Club to promote healthy eating through a healthy menu (limited due to Covid 19).</p>		<p>Exact Figure currently unavailable</p>	<p>Numbers currently unusually low (between 4 and 10 pupils daily) due to COVID 19.</p>	
<p>Specialist iCan Sports Coaching for 2hrs for Years R-6 every week for the teachers to shadow and build confidence alongside.</p>	<p>Ensure that the specialist sports coaching provided covers the whole curriculum and that teachers are engaged in the lessons.</p>		<p>40 x £160 = £5,600</p>		
<p>Lunchtime MDSA play leaders to supervise and plan physical activities with the support of pupil sports leaders. Subject lead to provide training to ensure MDSAs feel confident with delivering small games for children to participate in at break times and lunch times (linked to SIP Area 2).</p>	<p>Smooga rota to ensure use for activities daily e.g. skipping, tennis, circuits, hoola hoops. Currently in bubbles (COVID 19). Bubbles to have individual tubs with playground equipment in to encourage active play at lunchtimes.</p>		<p>Daily 30 mins x 5 MDSA rate approx. £5 x 40 = £200</p>		
<p>Improve lunchtime play and the amount</p>	<p>Purchase playground equipment for all</p>		<p>£500-£1000</p>		

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<p>of time children spend being active. Currently purchasing equipment for children to use in bubbles (COVID 19).</p>	<p>year groups to use throughout the school year (linked to SIP Area 2). Meet with pupils (October 2020) and buy playground equipment based on feedback given to ensure a variety of equipment is available to be used.</p> <p>Purchase welly pegs to encourage children to be as active as possible all year round.</p> <p>Purchase outdoor gym equipment to improve children's upper body strength (both KS1 and KS2 friendly).</p> <p>Save £3,000 to purchase a long-term legacy project (all weather running track).</p> <p>Circus skills – December 2020 EYFS - scarf and gymnastics ribbon routine and walk the balance beam, try pedal-goes and flower sticks.</p> <p>KS1 can learn to balance a Peacock feather in various positions, spin a plate and do tricks, juggle three balls between two and possibly Year 2 could do a tumbling routine.</p> <p>KS2 can learn to balance a Peacock feather, advanced plate spinning routines, Diablo, Poi, Hula Hooping, Tumbling routine, Juggle balls. We usually teach some different skills to each class.</p>	<p>£300 per class</p> <p>£2000</p> <p>£3000</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:
				%
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>Continuation of house based sports captains, vice captains and play leaders (School Sport Organising Crew) Responsibilities include: Breaktime Play Leading, Lunchtime Play Leading, Sports Merits in Celebration Assembly, Event Report Writing. (Currently N/A due to COVID 19 and the children being in bubbles).</p> <p>Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>Engaging the community in sport- scout groups, parent and pupil tournaments and events.</p> <p>To achieve sports games platinum level in 2020/2021 to show our commitment as a school to high quality provision of sports for our pupils</p>	<p>Paying iCan Sports Coaching 2x Hrs per week to work with our Yr6 leaders.</p> <p>Children's achievements celebrated in assembly (match results, notable achievements in lessons etc.).</p> <p>Help promote these events as best as possible especially with those pupils who would most benefit.</p> <p>Sports leaders to be set an annual challenge to organise a community event - working with school council and possibly linked to fundraising?</p> <p>Sports coach with HT to formulate action plan to fulfill criteria throughout 2019 and 2020 or award in Summer 2020</p>	<p>40 x £40 = £1600</p> <p>Annual events planning time, publicising, resourcing and staffing sports coach £400</p> <p>Coach admin time £200</p>		

<p>Use of inspirational sports athletes to motivate the children and encourage them to be as active as possible.</p> <p>Yoga workshops (Sharon Jackson)</p> <p>Zumba</p>	<p>Jamie Knight Freestyle footballer (workshops and inspirational assembly) visit October 2020.</p> <p>Individual class workshops (mindfulness and pupil/staff well-being) provided throughout the year.</p> <p>Individual class workshops (mindfulness and pupil/staff well-being) provided throughout the year.</p>	<p>£699</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:
				%
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>To monitor and ensure gymnastics is being taught progressively across the school utilizing school equipment (horse and spring board) including new purchased and club continues to be well attended.</p> <p>Continuing to cascade REAL PE (updates) across the school for staff development- on site training</p> <p>Dance workshops to encourage all pupils to be involved in dance and to raise the profile of dance</p> <p>Working in partnership with secondary pupil leaders to inspire our Y6 pupils by running cheerleading, gym and dance clubs</p>	<p>As part of the course we now have a scheme of work for Reception up to Year 6 and have assessment criteria to make sure we target key areas of gymnastics at the best ages for our pupils.</p> <p>Best practice from the course updates will be shared with the teachers during a staff meeting</p> <p>Street dance workshops for each class- focusing on team dance and developing street dance style, building upon previous years.</p>	<p>Extra coach time to cascade to staff in meetings £40</p> <p>£600 street dance workshops with every class</p>		

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:
<p>Continuing to attend more events on offer from our 2 sports clusters, especially events that might appeal to those pupils who aren't interested in traditional sports like panathlon.</p> <p>Featuring alternative sports and activities as part of our AK Sports Week 2021 including Skippy John, Parkour Gymnastics, Zumba, Archery etc.</p> <p>New Yoga sessions taught to every class from Summer 2021 beyond to improve flexibility, support well-being for pupils including after school session for staff and Governor wellbeing.</p> <p>Purchasing new equipment to allow us to practice different sports such as tchoukball, volleyball, lacrosse and handball therefore increasing school sporting offer for future.</p>	<p>Each term attend at least one event where the target is to get pupils who have not attended many/any events to attend and enjoy sports.</p> <p>New yoga teacher 6 days a year at the end of each term to teach in every class progressive yoga including a range of styles of yoga and providing an after school yoga session for staff and governor wellbeing 6 x year.</p>	<p>School event partnership annual fee £500</p> <p>Professional scooter day 2020 £550</p> <p>Archery £100</p> <p>Smoothie bike= £60</p> <p>Bangra Dance day £150</p> <p>Zumba 6x £60 = £360</p> <p>skateboarding day 2019 = £700</p> <p>Yoga 6 x 150 = £900</p> <p>New Sports Equipment (Non-Gymnastics) £1000</p>		

<p>Fencing lessons provided October 2019 for all Years 5 and 6 and option to work towards a qualification in a four week course in school time</p>	<p>4 week lessons for Years 5 and 6 via Neil Bromley and extend offer to club outside school and potential to work towards certificates and grading.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>Increased commitment to attending more events on offer from both of the sporting clusters we are involved in.</p> <p>Paying for teacher/TA cover so staff can attend sporting events and sporting events can go ahead (average 2 hours per week)</p> <p>Paying for administration time for our PE Lead to administrate events via new app for parents (1 hr per week) also time to action plan, audit and report on sports alongside Headteacher.</p> <p>Sports leaders to organise and lead house sport competitive event/ tournament to involve all pupils across the school and in school time to contribute towards our</p>	<p>Full Membership to the Cotswold School Sport Network. Subject Lead to evaluate the current CSSN CPD programme and share specific training needs. Continue to affiliate to CSSN to provide high quality training and CPD. Subject Lead continues to monitor impact of training on pupil learning. Subject lead to collect pupil voice to further develop PE & Sport.</p> <p>Contribution to medals and trophy fund for North Wiltshire Schools Cluster</p>	<p>£500 CSSN</p> <p>£50 NWSC</p> <p>40x £40= £1600</p> <p>40x £20= £800</p> <p>7 x £20 =£140</p>		

platinum School Games application.				
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Signed off by	
Head Teacher:	S.Saville
Date:	16.11.20
Subject Leader:	D.Hockaday
Date:	16.11.20