

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by





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:
-Although COVID-19 meant there was no School Games Marks awarded in 2020, we were recognised for our ongoing commitment and achievement in the School Games Programme during the Autumn and Spring Terms (2019/2020). -Running a wide and varied range of active extra curricular clubs and providing a wide range of opportunities for every pupil to take part in extra curricular activity through our entries to CAN DO and friendlies as well as competitive fixtures in a range of sports (pre-covid) -Embedding 30:30 in our school day including within key worker bubbles during the first partial school closure due to lockdown.	- Upskilling a member of staff to Level 3 Forest School Leader. - Continued improvement of the school's outdoor space and class gardens so it can be fully utilised all year round to increase physically active cross-curricular learning. - Restart our wide range of active extra-curricular activities on offer including after-school clubs and class trips. Aim for at least 50% of our pupils to be taking part in active extra-curricular clubs and provide Change4Life clubs targeting our less active pupils. - Enter level 2 and level 3 competitions, including can do and friendlies, and track which pupils are taking part so we know who our most active and less active pupils are.

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

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: £8,333	Date Updated: 28th April
What Key indicator(s) are you going to focus on? Key Indicator 3 & 4			Total Carry Over Funding: £8,333
Intent	Implementation		Impact
Your school focus should be clear how you want to impact on your pupils. 1. To introduce forest school to our school curriculum to broaden our children's access to activities and to encourage a lifelong love of physical activity and the outdoors. (KI4)	Make sure your actions to achieve are linked to your intentions: 1. We will hire a forest school teacher to come in for one day a week to deliver a half day's forest school to each year group across 3 half terms.	Carry over funding allocated: £2,250	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?: 1. Teacher's whose classes have received forest school so far have reported 'a high level of confidence with children being very willing to try new activities with no-one hanging back. A couple of children who can look unengaged in the classroom are clearly very engaged outside, showing more enjoyment than usual. We have seen unexpected levels of resilience, especially in adapting to team challenges where there is more than one idea from within a group. Placing different activities at different locations on the field (as Melinda has) has resulted in increased levels of physical activity - with children running (never walking!) between the different sites.'
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: 1. Introducing forest school has been so successful that we are going to increase our forest school provision next year so that every class in the school has weekly forest school. We will use the PE and Sport premium to train a member of staff in their level 3 forest school.

2. To become a real PE school to embed the fundamentals of physical education into our PE teaching. (K13)	2. By buying into the real PE programme, we will have access to the core real PE scheme as well as the real dance and real gym. In addition, our pupils can access real PE at home enabling strong links between home and school.	£2,440	2. Pupil's are learning important fundamental movement skills. Teacher's have the resources and new or improved skills to ensure these are taught correctly and in a way that celebrates every child's success. Children are taught in a child-centred way and are met where they are now.	2. Real PE and training with members of staff will continue into next year to ensure it is well embedded into our PE teaching. New members of staff will receive training if they haven't had it already.
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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.	2021 data
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.	33%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	33%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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: £13824.34	Date Updated: 22/07/21	
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	£3,963.34
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:
1. Ensure that all pupils are active for at least 30 minutes during the school day and provide opportunities both during the school day and after school for some children to be active for longer.	1. -All teachers to use Jumpstart Jonny, active registers and GoNoodle throughout the school day to ensure children are receiving a movement breaks. Each class should be getting at least 3x 5 minutes bursts of activity within curriculum time per day. -Increase the amount of equipment children have access to on the playground to promote active playtimes. -Continue to provide 2 hours of quality PE teaching per week using real PE for at least one of the hours and continue to provide a wide range of extra-curricular	£3,963.34 Plus the use of a community chest fun grant to pay for the infrastructure of the new school garden.	1. Pupils are definitely active for a minimum of 30 minutes per school day. Many pupils will be active for more as there is 45 minutes of playtime each day. With the improved equipment that each class has for use on the playground, most pupils are active for the majority of this time. In addition, pupils are receiving 2 hours of curriculum PE and/or forest school/outdoor learning per week where they will be physically active.	1. Hopefully, with fewer covid restrictions in the academic year 2021/22, we will be able to return to our previous range of extra-curricular clubs and sporting events. This will motivate even more pupils to join after school clubs ensuring that more pupils will be active for at least 60 minutes.

2. Improve our school's outside space so it can be fully utilised all year round. Further embed outdoor learning as part of our teaching of the national curriculum to ensure that children have more active minutes as part of their learning.	physically active clubs before, during and after school.			
	2. Create a school vegetable garden and outdoor learning area to embed knowledge of field to fork and healthy, active lifestyles in our children. This will enable more of the national curriculum, especially in Science, to be taught outdoors through gardening and outdoor learning. Through more other curriculum subjects being delivered outside, children get more active minutes in their school day. It also teaches healthy and active life long habits and a love for the outdoors which further encourages physical activity.		2. Although our school vegetable garden is going to be a working project through the summer term/summer holidays. The pupils are already feeling the benefit of the improvement to the school site through out forest school/outdoor learning area. Each class is now having at least one outdoor learning or forest school session per week which is at least one hour long but often longer. The children are more active in their learning so has a positive impact both physically and academically.	2. The outdoor area will continue to be improved to enable more and higher quality outdoor learning. Pupils will be able to begin using their class garden to learn about healthy eating as well as use the outdoor learning area for physically active cross curricular learning.

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	£2,870
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:

1. To run full school, inter-house events which raise the profile of PESSPA in the school.	1. Although with COVID, it has been harder to run full school events, this has not stopped us. We have run 2 full school events plus inter-class/inter key stage events. These have included: -Rowing event (run by SASP for Year 5 – this was also a virtual inter-school event) - A full school ‘Santa Dash’ which was run as an inter-house event. Pupils ran as many laps as they could (with the focus on personal best) and total laps for each house were totalled up to award a winning house. -A full school ‘Easter Hop’ which featured many fundamental skills on the way round such as hopping/jumping etc. This was also run as an inter-house competition but with a focus on personal bests. -Intra-school and inter-school archery competition (organised by SASP) This allowed pupils to take part in a sport many hadn’t taken part in before. -Inter-house and inter-school indoor athletics competition (organised by SASP). -Sport’s week involving many	£2,870	1. Alongside the use of real PE for curriculum PE, pupils are learning the importance of personal best. With these events often being inter-house, inter-class or even inter-school, pupils are learning the importance of team work as well as personal performance. The promotion of these events in our school newsletter has raised the profile of PESSPA to the wider school community	1. Increase the number of inter-house events back to a pre-covid level next academic year including our annual School Games Day with cultural and cross-curricular links.
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2. Continue with our links with local sports and active clubs.	inter-house activities. 2. This has been harder this year due to covid and the shutdown of many local sports clubs. However, we have maintained links with: - the local swimming pool encouraging children to attend there as well as taking all of key stage two down for swimming. - The local tennis club promoting events for them. - Somerset cricket board and Wombat Cricket Club by taking part in an engagement day and promoting both All Stars Cricket and Dynamos cricket there. - Wimbleball Buccaneers by promoting their summer activities.		2. Children are more likely to remain in sport if they get involved at a young age – by promoting local clubs and having links, such as the one we have with our local tennis club, more pupils are likely to remain involved in sport as they get older. and local community.	2. Once we are able to, get coaches in from local clubs to run taster sessions/after-school clubs etc.
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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	£2450.00
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:
1. All teaching staff will be trained on real PE	1. All teaching staff will be trained on real PE and later trained in real gym and real dance. This will be embedded in our PE teaching and will increase the confidence, knowledge and skills of our staff when teaching PE and sport.	£2,450	Despite not using it for long, pupils are already recognising the fundamental skills of agility, balance and co-ordination. One year 4 pupil, when asked what benefit they would get from a real PE warm up when completed before a lesson on orienteering, said, "This will be really useful for out agility when running through woodland." Pupils recognise the outcomes of what they are doing and teachers are much more aware of sharing their intended outcomes as well as knowing to praise pupil's learning behaviours more in PE lessons rather than always focussing on their physical skills.	Further training on real gym and real dance plus continued support from Toni Smyth and Mark Templeton at SASP will make the use of the real PE programme sustainable. New members of staff will receive training in the use of it and TS or MT will come in to work with staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£2,250
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: 1. To introduce forest school to our school curriculum to broaden our children's access to activities and to encourage a lifelong love of physical activity and the outdoors.	1. We have hired a forest school teacher to come in for one day a week to deliver a half day's forest school to each year group across 3 half terms.	£2250	1. Teacher's whose classes have received forest school so far have reported: - 'a high level of confidence with children being very willing to try new activities with no-one hanging back. A couple of children who can look unengaged in the classroom are clearly very engaged outside, showing more enjoyment than usual. We have seen unexpected levels of resilience, especially in adapting to team challenges where there is more than one idea from within a group. Placing different activities at different locations on the field (as Melinda has) has resulted in increased levels of physical activity - with children running (never walking!) between the different sites.' - Parents reported: 'He had the best time and has spent the weekend going back over how great it was'	1. Introducing forest school has been so successful that we are going to increase our forest school provision next year so that every class in the school has weekly forest school. We plan to use the PE and Sport premium to train a member of staff up to Level 3 Forest School Leader. Further next steps in this KI for the year 21/22 would be to offer more taster sessions from local clubs to try and encourage children to take up different activities and to restart our wide and exciting range of active extra-curricular activities run by both teachers, wider school staff and external providers.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	£2,291.00
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:
1. Continue our SASP buy in to provide support with Level 1, and opportunity to take part in inter school festivals and enter Level 2 and 3 competitions.	1. Pre-covid the SASP buy in got us: All pupils will have a chance to attend two primary sports festivals per academic year. There are totally inclusive and all pupils should attend. All pupils should have an opportunity to take part in either a can do, friendly or competitive level 2 fixture. Open entry level 3 fixtures should be entered and the upmost effort to attend any qualified for level 3s should be made. Focus on ensuring teams have a chance to prepare and practise with each other before events to ensure everyone understands rules etc. Due to COVID restrictions, we have taken advantage of virtual inter-school competitions but no offsite	£2,291	1. Although SASP events have not been able to run as usual and so pupils have not had the same opportunities as other years, SASP have run many virtual events this year. This has enabled many of our pupils to have a go at archery and rowing (using rowing machines) this year as SASP have run virtual competitions. Pupils have learnt skills in these two activities. We have also been able to take part in virtual cross-country and indoor athletics.	1. Post-COVID, pupils will have the opportunity to take part in level 2 and 3 events again and this participation will be tracked to ensure that less active pupils are targeted. This is especially important after COVID as there are many pupils who have been significantly less active at home during the last 15 months. We will also have more freedom to run a wider range of inter-house (level 1) competitions.

2. Ensure that both personal bests and inter house competitions form part of curriculum PE as well as embedding the spirits of the games.	level 2 or 3 fixtures. 2. Pupils have an opportunity for engaging in competition within curricular PE through the use of competing against their personal bests as well as inter-house competitions within their class. Through these competitions, the spirits of the games (determination, self belief, respect, honesty, passion and teamwork) will be embedded and practised. These spirits are displayed in the sports hall so they can be referred to during indoor PE lessons.		2. Pupils learn the importance of personal bests to learn to better themselves and be the best they can be and to focus on improving their own skills.	2. Use of personal bests will be further embedded within curriculum PE going forward as we continue to follow real PE.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rachael Ker
Date:	19.07.21
Governor:	
Date:	