

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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:

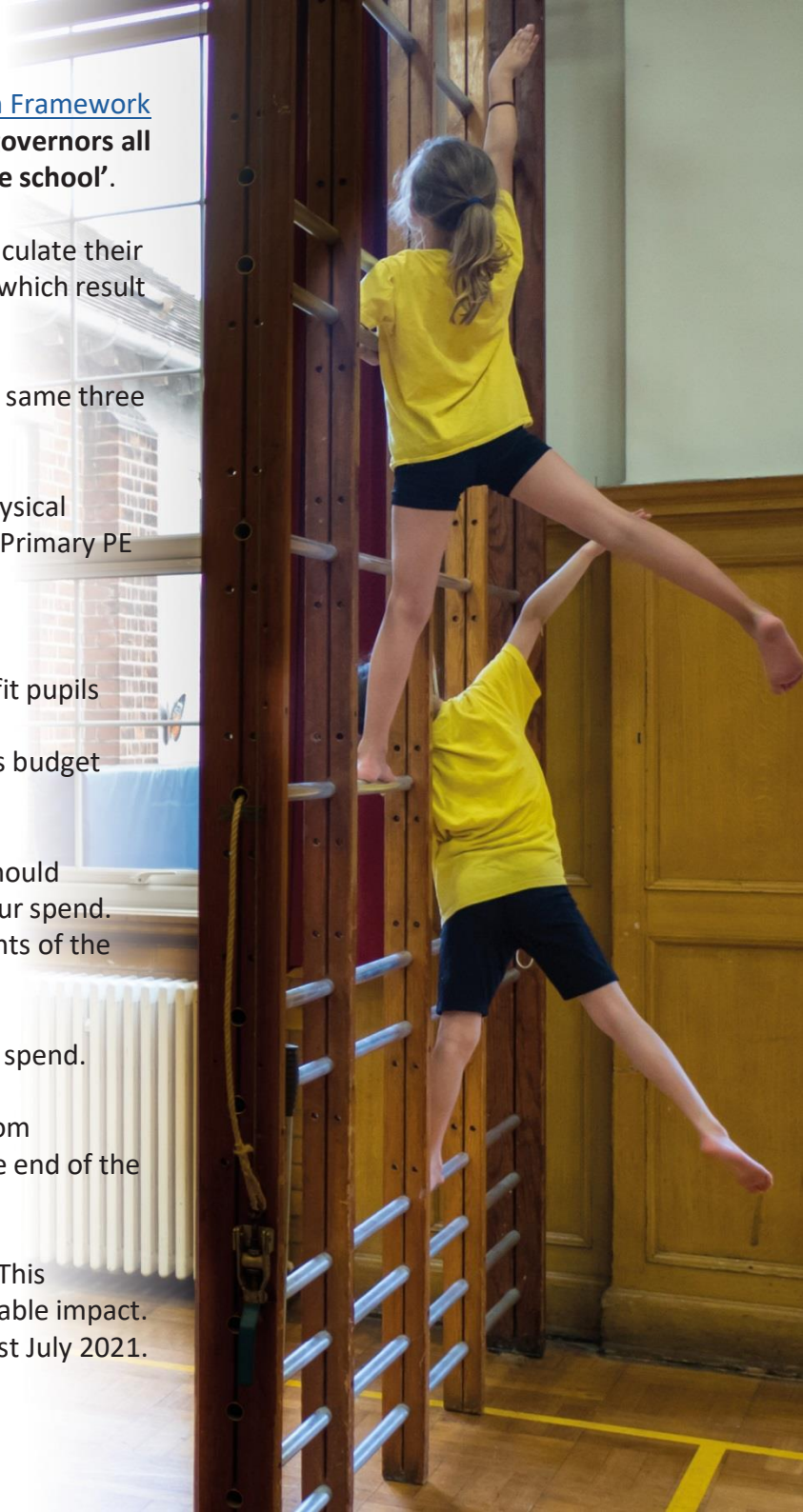
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - During this academic year we have adapted our PESSPA (Physical Education School Sport Physical Activity) to stay within the guidelines of Public Health to ensure our children still receive a high amount of physical activity. - We have put in place essential protective measures and hygiene for PE, sport and physical activity which are consistent across the school. During lockdowns pupils were kept in consistent groups with maximised distance between pupils and staff. Hand washing by pupils and staff before and after any break, sessions and/or use of equipment. - Outdoor spaces for all physical education, sport and physical activity are prioritised where this was not an option indoor spaces were used and are well ventilated and greater attention needs to be given to cleaning and hygiene. - During lockdown a recorded PE challenge was sent to all families and staff within school. - Daily Mile, active travel, making break and lesson times as active as possible have been a great and simple ways to increase physical activity while promoting social distancing. - Weekly PE (120 minutes) have been adhered to as we returned to school, with children staying with their class bubbles. - Active lunchtimes with focus activities e.g cricket, athletics, basketball, football, online group dance/exercise/yoga. - We have entered virtual competitions in athletics, gymnastics, daily mile, golf and table tennis. - We have participated in the competition Beat the Streets where all our children, families, governors and staff supported our school and we finished in first place in the whole of Rotherham. 	<ul style="list-style-type: none"> - Before lockdown occurred we had built up our PESSPA so well that our children were in appropriate groups to learn, develop and achieve in every lesson. This had a significant impact in our school ethos Sport 4 All. All our children reached a level of success and enjoyed participating this is essential that this returns to our children education. - We always participated in Intra and Inter tournaments that were aimed at gifted and talented and special educational needs children. We considered this to be a gap in the sports curriculum so we introduced Inter school competitions that were aimed at our children that loved sport and offered places out to other schools to come and compete. This was a great success and we hope to be able to offer this opportunity again soon. - We hold inclusive PE each week to enhance our SEN children's sporting experience.

- We promote leadership within the school and some of our older children are sport leaders.
- Morning group interventions for children with challenging behaviour to help them settle in to school and build relationships with peers and staff.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Total amount carried forward from 2019/2020 £ -30.00

+ Total amount for this academic year 2020/2021 £19,500

= Total to be spent by 31st July 2021 £19,722

<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 which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</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. Please see note above.</p>	<p>98% This is due to 2 children with severe disabilities.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>98%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p>
<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>	<p>Yes/No – coaches for transporting children to the swimming baths</p>

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: £ 19,500		Date Updated: 08/06/2021	
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: 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?:
<ul style="list-style-type: none"> Active lunchtimes with focus activities e.g cricket, athletics, basketball, football. Termly swimming for Y4 classes (40 minutes/week) Active time completed by class teacher on a daily basis – daily mile, online group dance/exercise/yoga. Morning group interventions for children with challenging behaviour. 		<p>Lunchtime staff to have training and resources to be to deliver.</p> <p>Staff awareness briefing of requirements of the daily mile / additional morning activity and benefits to children.</p> <p>Update and monitor benefits of children coming into school and returning to class.</p> <p>Sports lead to ensure that resources are in place to achieve the above.</p>		<p>25% of SP Sports Co</p> <p>Coach Costs</p> <p>£7,630</p>	<p>Children are settling into class much better into class on return.</p> <p>It helps support friendship and relationships within peers.</p>
					Sustainability and suggested next steps:
					Teachers to continue to deliver the active 15.
					Sports Coordinator to keep up to date with current resources and training opportunities.
					Playground leaders to receive training to ensure good practice.
					Sports coordinator to monitor and evaluate the impact active 15 is having on our children's behaviour and attainment.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 13%
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>2 hours of PE each week Displays Twitter Virtual competitions</p> <p>After restrictions have lifted Beat the streets Inter competitions Intra competitions</p>	<p>PE newsletter to be reinstated. School to host Inter tournaments for ALL children that love sport and want to compete against same ability children.</p> <p>Build on links with our PHSE team that healthy body helps healthy minds.</p>	<p>25% of SP 25% of BB</p> <p>£9,401</p>	<p>The main impact of our PE lessons is clearly seen throughout school and the high standard of the children's ability and resilience.</p> <p>The focused PE sessions that are now differentiated into abilities have had a significant impact on the dynamics of lessons. Our G&T children are being challenged in all areas of each genre covered in school enabling them to reach their full potential. They also learn the tactical skills of defence and attack of each sport, the rules and how to lead and officiate a game. We can also identify children that are especially talented in a particular sport and direct them to an external club. For example, Cross country – the Harriers, Football to RUFC academy, table tennis, Scorpions.</p> <p>The middle group now have more time allocated to them as the groups are smaller and the ability is the same so they can work on specific skills they need to develop and can have things broken down in to deeper depth.</p>	<p>Continue to complete regular observations and meetings with staff and the PE team to keep good communications with each other.</p> <p>Each term we will look at the groups and see if any children would fit into a different group.</p>

			<p>Before the groups were divided this way children were reluctant to take part in games and demonstrations, now they contribute vocally and physically throughout the lessons.</p> <p>The lower group are developing their skills and coordination from basic drills that are repeated where necessary. We have already seen that they are more confident to be involved in all aspects of the lessons because they are competing with other children at the same level and this makes it accessible for each child to attempt being part of a team. Every child achieves some level of success on each session. We have had a dramatic drop in children forgetting their PE kit and attendance remains the same on each year group's designated PE day.</p> <p>The inclusive PE groups are achieving so much success for every child that takes part. You can see how much the children enjoy their PE lessons by the smiles on their faces throughout their sessions. Every aspect of these session develop the children's fine motor skills, problem solving, team work and the children really feel part of a team.</p>	
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			<p>The intervention groups are making good progress in helping the children to be on task in class when they have returned. The seem to be calmer and are able to focus, so although there is no evidence to say that the childrens' attainment is higher, there is evidence that the children are able to focus and complete tasks within the classroom. The children are also building positive relationships with staff through this activity.</p> <p>Confidence has grown significantly for many children since the groups have altered. We also bring the children together for intra tournaments and sports days, where all children are combined and complete a variety of activities that range in difficulties.</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:
				13%
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:

Staff voice to ensure current practice is good and staff are confident in what they are teaching. Children's voice to gage the children's needs and interests. Staff CPD	Annual / staff questionnaires to be used as measures to mark improvement. Termly meetings to discuss aspects of PE; assessments, groups, planning, sporting events, tournaments.	10% £2,691	Staff deliver high quality PE sessions. Regular high success rate at learning community tournaments. Children are engaged in PE lessons, behaviour is good throughout sessions. Gaps in development and ability narrower between groups.	Regular conversations observations, assessments with staff and children. Staff to attend regular CPD opportunities.
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: School delivers a full curriculum of sport: Swimming (this was reduced this year due to lockdown but the cohort will catch up in the autumn term of 2021); football, tag-rugby, basketball, netball, athletics, hockey, gymnastics, tennis, orienteering. We also offer alternative sports; table tennis, boxercise cheerleading, cross country, dance, matball, team building games, cycling and scooter training. Our aim is to give children a taste of a range of sports.	Staff are to continue developing the sports we deliver and bringing new inventive ideas together in meetings and reviews. CPD to continue for staff and the availability to attend courses to ensure we are kept up to date with current practices and legislation. Hold specialist days eg table tennis days etc.		Children enjoy the range of sports on offer – they are focused and on task at all times. The children complete questionnaires and self assessments to hear the pupil voice and they show that the children do enjoy their PE lessons, also highlighting any gaps.	Once all restrictions are lifted, we hope to make more links with local area schools by hosting inter-tournaments for both G&T and the less confident children. Continue to build relationships with our current links with clubs/sporting experts.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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>Due to the pandemic, we have been unable to participate in our learning community tournaments with our secondary feeder school. We are hopeful that this will resume next academic year when restrictions have been lifted.</p> <p>We have historically linked with Abby School for our children who are less confident and SEN children. Also participated in the Special Olympics at the English Institute of Sport.</p>	Hopefully all competitive sport will resume next academic year.			

Signed off by	
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Date:	08/06/2021
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Date:	08/06/2021
Governor:	Phillip Woodward
Date:	