

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:

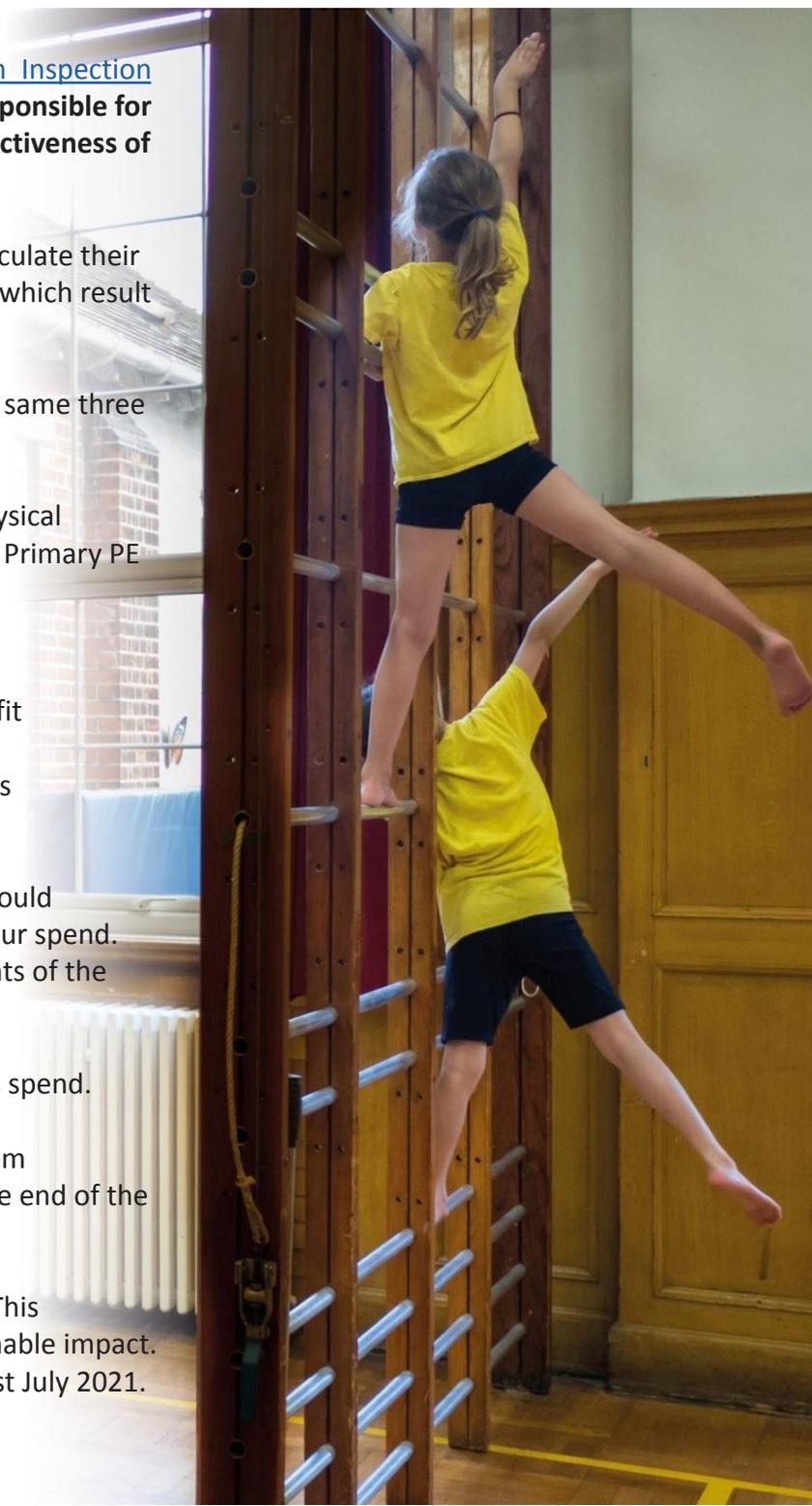
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2020:	Areas for further improvement and baseline evidence of need:
<p>Despite COVID 19 - the children have been incredibly active, fitness levels of the children have been increased and children are fitter and more active than they have ever been.</p> <p>The exposure of children to other sports has enabled them to identify other sporting activities that they could take part in outside school. When these restart a number of pupils say that they will be signing up to these clubs.</p> <p>The outdoor activity badges introduced in September 2021 have been successful in increasing activity... especially in other areas of the PE such as orienteering and outdoor activity.</p> <p>The skill set of the staff has increased by the use of a specialist PE teacher who has used team teaching and modelling as an effective way of raising the skill set of the existing teaching team.</p>	<p>To ensure that all external competitions etc recommence from September onwards</p> <p>To ensure that physical activity that has increased during the pandemic is maintained and continued in the next year.</p> <p>To restart and maximise the number of after school clubs and maximise the opportunities for ALL children to attend these.</p>

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

Total amount carried forward from 2019/2020 £0

+ Total amount for this academic year 2020/2021 £21,198

= Total to be spent by 31st July 2021 £0

<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</p>	<p>Based on the records we held from last year and from discussions with the children this year (Year 6 swimming at Crown Pools was significantly impacted by COVID 19)</p> <p>87%</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>Based on the records we held from last year and from discussions with the children this year (Year 6 swimming at Crown Pools was significantly impacted by COVID 19)</p> <p>81%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Based on the records we held from last year and from discussions with the children this year (Year 6 swimming at Crown Pools was significantly impacted by COVID 19)</p> <p>67%</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</p> <p>Year 5 children all receive swimming in line with the national curriculum requirements.</p> <p>The PE Premium supports the upkeep of our own school swimming pool enabling school staff to teach all children swimming from Year R through to Year 4 and those in Year 5 and Year 6 who need additional support. The school trains its staff to teach swimming and delivers Water Polo clubs for the children after school.</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: £21,198		Date Updated: 20.07.2021	
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:
					45%
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:
Focus - Ensuring pupils understand the value of exercise and activity (especially after inactivity during lockdown)	<ul style="list-style-type: none"> - Sports Teacher hired to deliver Fitness based PE lessons which increase pupils fitness and enable children to be active throughout the entire lesson. - Adaptations made to the school timetable to create more opportunity for activities. - Additional resources purchased for activity zones in playground bubbles. - Portable sounds system on the playground to promote dance. 		<p><i>Full wage cannot be disclosed as this will be identifiable.</i></p> <p>Proportion of wage paid for with PE Premium. £9,600</p>	<ul style="list-style-type: none"> - Pupils fitness and stamina has improved. Class teachers report greater focus in lessons. - Pupils know how to improve their fitness and what activities they can safely do outside school. - Pupils actively engaged in sporting activities during the playtimes and lunchtimes within their bubbles. - Pupils actively practicing dances introduced to them by the Headteacher. Pupils actively creating their own dance routines and cheers. 	<p>Class teacher must be present alongside the Sports Teacher. On one other occasion during the week, the Class teacher must deliver a similar session. Next year, the Class Teacher will apply what they have learnt and deliver all sessions themselves.</p> <p>Play equipment and sound systems can be utilised in subsequent years.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
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:
Focus - Raising the profile of outdoor activity (Key awards for outdoor activities)	<ul style="list-style-type: none"> - Set up activity badges for all year groups that promote outdoor activity. - Allow pupils to collect all of the badges. 	£1000	<ul style="list-style-type: none"> - Pupils have learnt a range of outdoor skills and gained badges for these skills. - All of the activities promote outdoor activity and the children have enjoyed completing the tasks. 	<ul style="list-style-type: none"> - Programme of badges and resources are in place and available to be used again in subsequent years.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45%
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:
Focus - Skilling up teaching staff to deliver fitness based P.E lessons and P.E lessons where activity is maximised.	<ul style="list-style-type: none"> - Sports Teacher hired to deliver Fitness based PE lessons which increase pupils fitness and enable children to be active throughout the entire lesson. 	See above. <i>Full wage cannot be disclosed as this will be identifiable.</i> Proportion of wage paid for with PE Premium. £9,600	<ul style="list-style-type: none"> - Staff are more confident in delivering their PE lessons. - PE lessons are more active and there is less time when children are standing still. - Behaviour in these lessons is stronger because there is less off-task time. 	Class teacher must be present alongside the Sports Teacher. On one other occasion during the week, the Class teacher must deliver a similar session. Next year, the Class Teacher will apply what they have learnt and deliver all sessions themselves.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
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:
Focus - To offer children the opportunity to take part in sports they would not ordinarily be able to participate in.	<ul style="list-style-type: none"> - Golf - Archery - Dance - Squash - Gaelic Football - Water polo 	£1000	<ul style="list-style-type: none"> - Our records show that a number of children have joined clubs following engagement with these different sports. - In general, there is a greater 	Many of these activities can continue on a yearly basis. Whilst there is a cost to some of them, many of the clubs offer these free of charge in light of free marketing and advertising

	All offered to children across the school.		interest in exploring different sports.	for their clubs inc. holiday clubs and sports camps.
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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:
Focus - Continue (where possible during the year) to take part in competitive sport (Both inter class competition and school to school competitions)	<ul style="list-style-type: none"> - A range of inter-class events organised and timetabled for the year. - Joining local sports partnerships so that we have access to competitive events. - Arrange low-key friendly events with local schools. - Attend sporting events run by local high school 		<ul style="list-style-type: none"> - More children have been able to be engaged with competitive sports. The inter-class competitions have broadened the range of children who are involved. - The inter-form events have led to selection for school teams to compete in local events. Many of these were cancelled due to COVID, however, the school did organise some low key friendly sporting competitions. - Pupils have learnt what it is to represent your class or your school, the expectations of team play and the value of winning but more importantly, not winning. 	<ul style="list-style-type: none"> - The school now has a timetable of sporting events that it will run on a yearly basis. The resources and planning around these have been very thorough e.g. sports day, therefore these could easily be replicated as all of the information and resources are already prepared. - Local sports partnerships are continuing to offer competitions which we will continue to buy into. - Key staff members have taken responsibility for coordinating different sporting events (meaning that the responsibility does not sit on the shoulders of just one person.

Signed off by...	
Head Teacher:	Mr P Fykin
Date:	9th July 2021
Subject Leader:	Mrs Ching, Mrs Harries, Mrs Humphrey and Miss Bullock
Date:	9th July 2021
Governor:	Moira Bryan
Date:	9th July 2021