

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£16,480
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,466
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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: £16,480		Date Updated: July 21-	
<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: £7,160.89- 43%</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>Children’s Health project- scheme of work in line with PSHE</p>	<p>Teachers to embed the scheme of work into daily curriculum, in line with new health and relationships curriculum. PSHE lead and PE leads to work together to establish Healthy mind, healthy body week.</p>		<p>£</p>	<p>Children interviews to baseline and end of year to demonstrate children’s understanding of health and the importance of fitness and the impact on well-being</p>	
<p>Lunch Provision</p>	<p>Sports/Play leaders in each bubble- actively encourage children and select children to take part in lunchtime activities, facilitating fitness, sports, games and safe play.</p>		<p>£7,160.89- over the academic year</p>	<p>Children to get sports stickers for taking part. Certificates for good sporting ethics- praising winners, being good loser. It was a good start to the year- there was quite a lot of bubble closures- but the good practice continued.</p>	
<p>Interactive PE display in the hall,</p>	<p>Ask class teachers to share photos</p>			<p>Interactive display- visually</p>	
				<p>Staff, bubble closures has had major impact. Teaching staff have moved around school; update and re-launch again in September 21. Key focus also oral health and healthy eating.</p>	
				<p>Expand to have sports buddy leads in rotation over the term- 2 from each year group.</p>	

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giving all children the chance to celebrate- the opportunities within school over the academic year.	and children's voice-in a way to ensure that children want to engage in a whole school target and celebrate the success within the whole school.		stimulating to encourage children to want to take part in dance, Gymnastics, PE and athletics	PE lead to review and update the board with the help of class teachers
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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:
				8.58%
				£1,414.80

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:
Children's Health project- scheme of work in line with PSHE.	Teachers to embed the scheme of work into daily curriculum, in line with new health and relationships curriculum. PSHE lead and PE leads to work together to establish Healthy mind, healthy body week.	PE leader to organise health week. Health week resources £250	Children interviews to baseline and end of year to demonstrate children's understanding of health and the importance of fitness and the impact on well-being	Displays around school. Use Olympic athletes and para-Olympians to help remind children of the various sports. Staff, bubble closures has had major impact. Teaching staff have moved around school; update and re-launch again in September 21. Key focus also oral health and healthy eating. Funding not used- will be used in 21-22 (£250- carry forward)
Role models and local sporting heroes to be invited into school- COVID safe Amir Jordan WWE wrestler- ex pupil Hannah Cockcroft Paralympic wheelchair racing EURO's	Ascertain which local athletes and personalities the pupils relate to and invite them into school. Children to research named athletes and try and compete in their sport. Links to Euro's and Olympics Re-arrange visits for next year.	£350- possible travel expenses Purchase balance bikes x 4 £1,414.80	Work and photographs to go on website and school newsletters.	Will contact athletes and footballers Sept 21 for new dates- keep up the momentum of the Olympics. £350- carry over into next year. Try to arrange a wider selectin

Celebration Assembly to ensure that the whole school is aware of the importance of PE & Sport- help to encourage all pupils to aspire to being involved in the assemblies	Achievements celebrated in weekly celebration assembly (progress is shared from each class and achievements)		Children to be presented with a certificate and photograph for the PE display. Builds children's self-confidence and self esteem	of sports people over the year. PE lead to collect names and prepare certificates for the assembly. Continue in the new academic year when hopefully it will be whole school assemblies.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
31 %

Intent	Implementation	Impact	£5,119.71
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?
Sports Coach Joe to work alongside class teachers throughout the year. Key focus outdoor learning forest school AFSC Olympic skills during PE session	Joe to start with year 2 children and work through each year group ending with Reception. After school club- forest skills PE lead to monitor attainment, using schools' assessment. All staff to be up skilled in different sports, games and skills linked to the Olympics.	Sports Coach funding. See above Chaperone- £2,749.11- over the year	Encourage Joe to share his planning with staff- staff can use these to inform their future planning. After school club very successful- children learnt new skills that they were transferrable and used at lunchtimes and playtimes- making willow wands, bow and arrow (always supervised) Renewed enthusiasm for outdoor learning- forest skills and PE
PE planning to be on the shared server so that all staff can access- see what was taught in the previous year and the next year above	Purchase the full Create Jasmine package and IMOVES Future CPD from Create Autumn 21 No need to continue with IMOVES, as Create have dance, gymnastics and athletics.	(Create PE- £1,955.40) IMOVES- £415.20	We have only recently bought the full create package, staff and children are enjoying the different areas of PE. Teachers to use new knowledge for improved PE planning and delivery. Pupils will be able too
			Sustainability and suggested next steps: PE lead to review the year speaking to class teachers and Joe- what do we need to improve, cover enhance teachers learning/partnership teaching with Joe. Forest skills mentoring- team teaching year 2's next academic year. More emphasis on healthy eating partnered with exercise next academic year. All staff will have up and coming training in Autumn 21 and we will be looking at differentiation, pedagogy and

PE coordinator to carry out staff observation drop-in sessions to ensure high quality of PE lessons and provide support and advice to teachers	Book observation times and feedback times		<p>articulate skills that are being taught, reflect and improve their own performance.</p> <p>Debriefs to be shared with staff and SLT- build an action plan for PE. Improved confidence in teaching PE</p> <p>Children were able to discuss what they were doing and why "I'm a pirate and I can balance on one leg for 20 seconds; it is making my legs stronger and my balance better" year 1 pupil.</p>	<p>assessment/ moderation within school.</p> <p>Teachers to have regular drop in observations to ensure high quality delivery of PE.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
2%-£319.00

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>Additional achievements:</p> <p>Improved playtime and lunchtime provision for children- by introducing new games equipment</p> <p>Outdoor equipment</p>	<p>Lunchtime club focus EURO 2020 Lead by sports coach and play leader- emphasis on encouraging girls to play also</p> <p>PE coordinator to complete inventory of equipment for each bubble. Order and replace /replenish equipment. Order fine motor equipment to use</p>	<p>£ see above</p> <p>£319.00</p>	<p>More girls involved, children involved in competitive games and active games, during lunchtimes. Engaging pupils who may not take part in other lunchtime activities.</p> <p>Already having an impact more children involved in various activities available at lunchtime and playtimes. 60% children enjoying fine motor activity- helping enhance physical literacy.</p>	<p>Structured games and activities planned for next academic year. PE lead to meet and plan range of activities that reflect sporting world- football, tag rugby, cricket, volleyball, athletics etc.</p> <p>Continue to replenish and add to activities to continue interest and motivation.</p>

	<p>outside- weaving/sewing. Staff to have access to their own equipment to use at playtimes and lunchtimes.</p> <p>EYFS specific equipment to enhance fine and gross motor skills. Easy grip balls, sensory jingle balls for children with additional needs</p> <p>Introduce balance bikes and floor surfers. Encourage the children to use both left and right sides of body and brain- working on core strength.</p>	<p>See above</p>	<p>Children enjoying weaving and sewing outside- practitioners model and children then use independently- helping considerably with Physical development. Hand eye movement increasing- children enjoying playing games using sensory balls-</p> <p>Only just arrived, due to shipping delay.</p>	<p>Further enhance using cut willow.</p> <p>Carry over into next academic year.</p>
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Key indicator 5: Increased participation in competitive 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:
Pentland Pentathlon- fundraising for Astro turf football pitch.	All children took part in 5 different activities linked to the Olympics. This was a fund raiser for school.	£Nil Money raised £1,090.	Amazing, we could not hold normal sports day. So arranged the Pentathlon, where all children worked in their bubbles. Activities were adapted to meet the individual needs and age-appropriate activities, from 2 years old to 7 years old. Children tried to beat their own personal record and also competed against their classmates	This was a one off due to Covid 19. We would like to work with local infant and Nursery Schools as we normally do and take part in a series of mini- missions- I will get in touch with local Junior school and two infant schools to arrange mini mission for next academic year-21/22.

Signed off by	
Head Teacher:	Kathy Coates- Mohammed
Date:	29.7.21
Subject Leader:	Pat Barker
Date:	29.7.21
Governor:	Gemma Tipping
Date:	30.7.21