

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

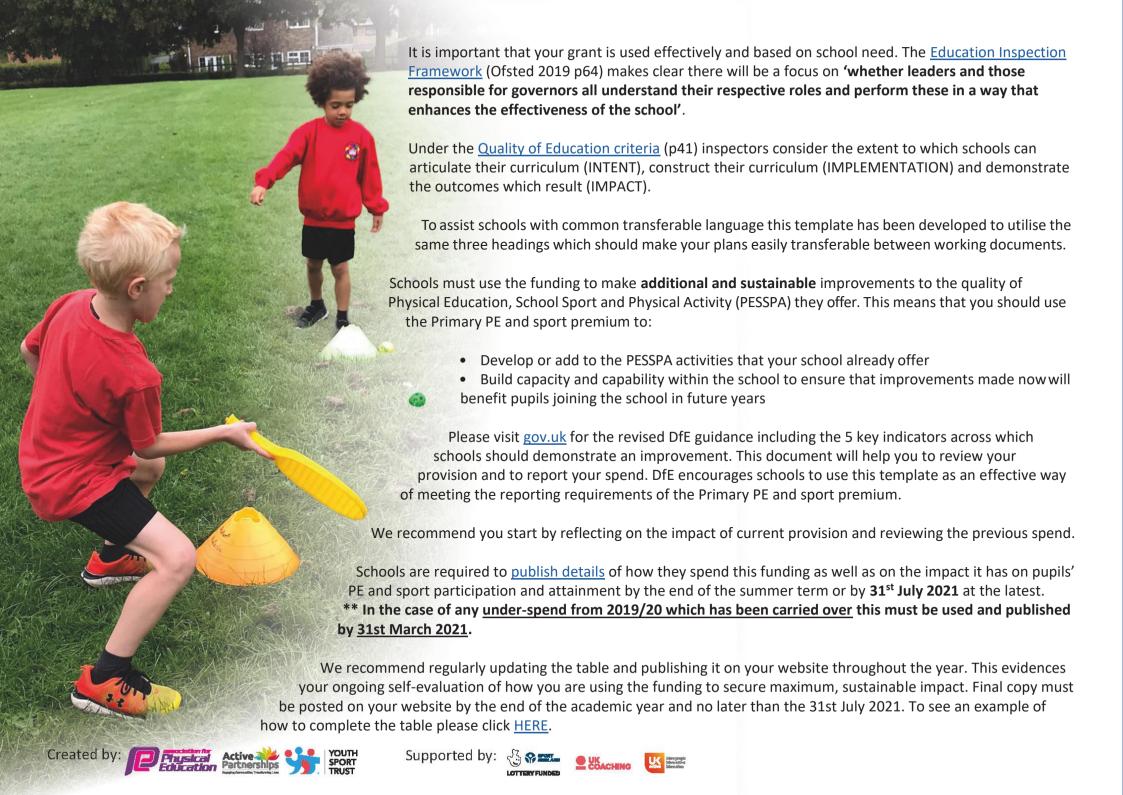


Department for Education

Created by







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: |
|--|---|
| Clubs were running to prepare children for a range of competitions to increase participation in competitive sport PE curriculum in place Range of coaches booked so broader experience of a range of sports and activities offered to all pupils Staff observed range of coaches which has supported own practice in specific areas | In response to a decline in children's activity levels during the lock down period the engagement of pupils in regular physical activity (30 minutes a day should be in school) is a key focus. Children to access a broader range of sports through coaches and school clubs. Increased participation in competitive sport within school to prepare children when wider experiences available Increase the % of pupils who can swim 25m by the end of year 6 and meet the |
| Outdoor exercise area installed and used regularly by KS2 pupils until school closures | NC requirements for swimming |
| (School closures due to Covid-19 limited success) | |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO If YES you must complete the following section

If NO, the following section is not applicable to you













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: £ | Date Updated: | | |
|--|--|-------------------------------|---|--|
| What Key indicator(s) are you going | Total Carry Over Funding: | | | |
| | £ | | | |
| Intent | Impleme | entation | Impact | |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | 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?: | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: |







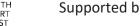




| Meeting national curriculum requirements for swimming and water safety. | |
|--|--------|
| N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land. | |
| What percentage of your current Year 6 cohort swim competently, confidently 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 2021. | 63% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 58% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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: £18,360 | Date Updated: October 2020 | | |
|---|---|--|---|--|
| Key indicator 1: The engagement of primary school pupils undertake at I | Percentage of total allocation: 52% | | | |
| 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: |
| Engaged in more physical activity over play times | Use of coach one play time a week to model games that promote physical activity | (part of first steps package priced in indicator 3) | game ideas that will increase their physical activity at playtime. Social skills will also be supported and this will support | Game ideas for staff to train children in a range of games Buddies in place once restrictions change to also support |
| | Daily Mile relaunched | £500 | Accessible for all so this will improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. | |
| | Equipment audit | (see indicator 5) | Spare equipment to be moved specifically to playgrounds so that children can use skills and game ideas learnt in PE lessons to increase activity at play times. | |











| Increase the percentage of pupils who can swim 25m with confidence. Y4 and Y5, plus Y6 catch up. Key indicator 2: The profile of PESSPA | Weekly swimming lessons for year 4 and 5 (plus Y6 catch up). Currently on waiting list to be booked in when Covid-19 restrictions are relaxed and swimming allowed. | | | Large number of pupils need sessions due to Covid-19 restrictions. Commitment to spend large proportion of the budget on swimming lessons this year will reduce number of pupils who need to attend next year, therefore making swimming sessions more sustainable. Pupils identified as gifted and talented directed to swimming clubs. Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | T | 8% |
| 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: |
| All children ready to learn and take part in PE | Spare PE kit purchased in a range of sizes, including some suitable for wet/cold weather outdoors due to Covid-19. Washing machine purchased and installed | £1500 | All children will feel part of a team and ready to learn supporting their wellbeing. Children will be able to safely take part in physical activity. | System in place to ensure that kit cared for and returned. |













| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | 3% |
| 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: |
| Dedicated online PE syllabus with lessons and reporting tools to support teachers | Renew iPEP subscription PE lead to be released from class to support as required PE lead to distribute LTP to ensure that PE curriculum covered | £600 | made on online lesson plans show | Now LTP in place to ensure coverage look at how coaches can be used to enhance and broaden children's experiences. Enhance LTP further and create skills and knowledge progression documents to support this |
| Key indicator 4: Broader experience of | of a range of sports and activities off | ered to all pupils | | Percentage of total allocation: |
| | | | | 35% |
| 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: Additional achievements: | 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: |













| Range of coaches in school to offer | First steps sport delivering a range | £2900 | Use children's pupil voice to lead | Teachers to be in the sessions |
|-------------------------------------|--------------------------------------|-------|-------------------------------------|--------------------------------|
| children a wider range of sports. | of sports (Hockey, Handball, Multi- | | the choice of coaches so that | observing and team teaching |
| | skills and Story based PE) to all | | children are more engaged. | so that they can teach these |
| | children. Also, providing home | | | skills in the future. |
| | learning activities for children | | Sports chosen to be new to the | |
| | during bubble / school closures | | j | Repeat pupil voice to guide |
| | | | 11 | next year. |
| | PB Tennis to deliver tennis to all | £1450 | range of physical activities. | |
| | children | | | |
| | | | Show children where they can | |
| | Badminton (Paul Pratt) | たりいい | experience this out of school so | |
| | · · · · · · · · · · · · · · · · | | opportunity to also access physical | |
| | | | activity out of school. | |













| Key indicator 5: Increased participati | dicator 5: Increased participation in competitive sport | | | | |
|---|--|--------------------|---|--|--|
| | | | | | |
| 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: | |
| insure school has the equipment to ensure that competitions can take place | Equipment audit | £400 | Physical activity more engaging for children. Children engaged and may want to explore these activities outside of school | Move from competitions in classes to key stages when restrictions allow Children prepared for competitions with wider community | |
| | | | | Information given to parents about opportunities in the local area. | |











