

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 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:
<p>There is a culture of activity in the schools with children having access to a variety of sports equipment at break and lunchtimes.</p> <p>Children have had access to extra swimming lessons where needed to boost their swimming ability.</p> <p>GetSet4PE has ensured that all teaching staff have access to high-quality teaching and assessment resources.</p> <p>Children had access to a variety of sports events and competitions both in-school and with other schools.</p>	<p>Offer more curriculum-specific training opportunities to teaching staff.</p> <p>Continue to offer more sports taster days and more whole-school sports activities.</p>

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

YES/NO * Delete as applicable

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 to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
No funding carried over				

<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.</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>80% Ditchingham 78% Gillingham</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>80% Ditchingham 78% Gillingham</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>80% Ditchingham 78% Gillingham</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>No</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: £33550	Date Updated:		
<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>				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:
Continue to encourage children to be active during break and lunchtimes.	Increase physical opportunities for pupils by ensuring that they have a variety of equipment available to play with and use and teach and encourage them to use it properly.	£5000	Children have continued opportunities to be active during break and lunchtimes and a variety of equipment available to help facilitate this.	Continue to ensure that children have opportunities to be active at break and lunchtimes with access to a variety of sports equipment.
Continue to offer a wide range of physical opportunities during breakfast club. This will give children who attend the opportunity to be physically active before school.	Breakfast club staff to ensure that sports equipment is available during breakfast club. They will also encourage the children to participate in activities such as yoga or dancing and will ensure that they go outside as much as possible.	£1000	Children who attend breakfast club have access to a wide range of physical activities every day.	Children who attend breakfast club will continue to have access to a wide range of physical activities and equipment to facilitate this.
Encourage children to be active by walking/cycling around their local area and ensuring that they are equipped with the knowledge and skills to be able to do this safely.	Outside expert to come into school to deliver cycling safety sessions to years 2, 4 and 6 and pedestrian safety to key stage 1.	£1000	Children are now equipped with the knowledge and skills to exercise outside in their local area safely.	Continue to offer these sessions next year so that eventually all children in the school will have had cycling proficiency training and key stage 1 will continue to receive pedestrian safety training.

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	
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:
School to recognise successes and achievements in sport and physical activity. This will encourage children to be physically active and will create a healthy school culture.	Continue recognition for children who choose to participate in physical activity in school and for those who demonstrate good conduct and sportsmanship both in and out of lessons by awarding certificates in celebration assemblies. Continue to recognise and acknowledge international sporting competitions. Eg. Olympics.		Children have continued to be recognised for their sporting attitudes and achievements, even during lockdown. Children have recognised a variety of international sports events such as Euro 2020 and Wimbledon with themed lessons.	Sports achievements will continue to be recognised both in-lessons and as part of whole-school celebration. Continue to recognise international sports events within school.
Use sport and physical activity as a tool for children in the school and the partnership to come together.	‘Kingfisher coast to coast challenge’ during lockdown allowed all children and staff to come together and participate in a shared sporting challenge.		‘Kingfisher coast to coast challenge’ during lockdown allowed all children and staff to come together and participate in a shared sporting challenge.	Complete another whole-partnership active event that all children can participate in.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
To continue to improve achievement and progress of pupils in PE lessons by focusing on upskilling staff to enable them to confidently deliver safe, effective PE lessons and to be able to adapt and provide alternative activity ideas in the case of home/blended learning.	<p>Continue to use GetSet4PE to upskill staff to teach safe, effective PE lessons and to confidently assess all areas of the PE curriculum.</p> <p>PE lead to continue to signpost staff to areas of the GetSet4PE website and updates to the scheme to continue to develop PE delivery.</p> <p>Some Key stage 1 lessons are taught by a specialist TA who is observed by staff to increase their skill levels and confidence.</p> <p>Staff to be given the opportunity to receive PE training throughout the year. Eg. LTA tennis course and GetSet4PE CPD.</p> <p>AfPE subscription renewed to keep staff up-to-date with latest subject and curriculum developments.</p> <p>Ipads purchased for teachers to access GetSet4PE and to assist with teaching and assessment.</p>	<p>£11695</p> <p>£1000</p> <p>£62</p> <p>£2493</p>	<p>Children all have access to high-quality PE lessons taught by skilled staff.</p> <p>Staff have had the opportunity to complete curriculum-specific training which has contributed to high-quality curriculum delivery.</p>	<p>Continue to use GetSet4PE for teaching and assessment.</p> <p>Continue to have some Key Stage 1 lessons led by specialist TA.</p> <p>Continue to offer staff curriculum-specific training.</p>

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:
Continue to offer a wide range of sports clubs to children after school (when possible) Offer a variety of different activities for children in-school.	Premier Sports and specialist TA to deliver a variety of sports clubs to children in the summer term. Literature to be circulated about local sports clubs. Sports tasters to take place in school in the summer term. (Tennis) Children to receive a mindfulness session from Premier Sport.	£3800 £1500	All children in Years 1-6 have had access to a range of afterschool sports clubs. Literature about various local sports clubs has been distributed on the school Facebook pages. All children in the school completed a mindfulness session from Premier Sport which enabled them to have access to new techniques to enhance their mental health.	Continue to offer a variety of afterschool sports clubs based on what the children would like to experience. Continue to circulate literature about sports clubs. Continue to offer sports tasters next year.

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:
Offer children the opportunity to participate in whole-school challenges.	Kingfisher Coast to Coast challenge will allow children to participate in a competitive house challenge. Sports day will allow children to compete in sports competitively to earn points for their house.	£500 £500	All children participated in the Kingfisher Coast to Coast challenge and were able to see their collective and house results at the end of it. All children participated in a sports day which included a presentation at the end of the day to award the winning house.	Continue whole-school sporting challenges and events next year. Look to compete and participate in activities with other schools next year.

Signed off by	
Head Teacher:	Heather Brand
Date:	July 2021