

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	£0
Total amount allocated for 2020/21	£18460
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18680
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

Please report on your Swimming Data below.

<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 then 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 2020.</p> <p>Please see note above</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	No due to COVID restrictions

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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:		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: %
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>Children to undertake a minimum of 2-hour PE lessons each week.</p> <p>Children engage in physical activity at break and lunchtimes – play leaders to promote this.</p> <p>Provide a wide range of sporting activities in before and after school clubs.</p>	<p>Audit sporting equipment that can be used at lunchtimes to encourage physical activity – replacing and improving where necessary.</p> <p>Pupils have access to a range of sporting opportunities in lessons as well as between year groups.</p> <p>Recruitment of Sports Ambassadors in school to encourage physical activity at lunchtimes and KS2 playground.</p> <p>Designated PE Leader to deliver PE sessions and be available at lunchtimes to encourage physical activity/games.</p> <p>Designated PE Leader to deliver after-school clubs in a range of sports for all year groups.</p>		£12000	<p>Children have developed more positive attitudes to health and well-being and can explain why exercise is good for the body.</p> <p>Pupil concentration, commitment, self-esteem and behaviour has improved.</p> <p>Children’s positive behaviour and a sense of fair play has been enhanced by using sports ambassadors as role models on the playground.</p> <p>Pupils physical activity at lunch and break has increased as a result of initiatives.</p> <p>Pupils now have knowledge and access to a wider range of sporting activities through the delivery of</p>	<p>Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons.</p> <p>Continued monitoring of PE resources and playtime resources for wear and tear.</p> <p>Purchasing plan to ensure all sports are adequately covered.</p> <p>Physical activity levels monitored to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.</p> <p>Track individual child’s fitness levels through pre and post-tests.</p>

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			new sports in PE lessons and extra-curricular clubs. E.g. Tri-Golf, Badminton.	Offer new sports and activities as part of extra-curricular offering to children in all year groups.
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:
<p>Children participated in more intra-school sport.</p> <p>More children in UKS2 took on leadership opportunities.</p> <p>Increased awareness of how important sport is on our mental-health and well-being.</p> <p>Ensured that all sporting achievements are recognised.</p> <p>Encouraged the uptake of sporting activities throughout the year.</p>	<p>Leadership and organisation projects for Years 5/6. E.g. school sports day roles, Sports Ambassadors and School Sport Champions.</p> <p>More classroom-based teaching on the importance of how sport and PE improves mental-health and well-being, particularly during and after COVID.</p> <p>Use other children who have achieved sporting success in and out of school as role models in celebration assemblies.</p> <p>Sporting achievement celebrated in whole school newsletters.</p> <p>PE display-board celebrates sporting success and achievements.</p> <p>Children have ambitions to go on and explore careers within sport.</p>	£2400	<p>Year 5/6 beginning to take on more leadership roles within the school. (Some were unable to go ahead due to COVID).</p> <p>Intra-school sports promoted between year groups and classes.</p> <p>Children now better understand the link between improved mental-health and sport/physical activity.</p> <p>Children now know that extra-curricular sporting achievements will also be celebrated within school.</p> <p>Children celebrate their successes and achievements through engaging display-boards around the school and through school newsletters.</p> <p>Children have higher expectations of themselves within Sport and PE.</p>	<p>Use pupil voice as a tool to Further engage children in PE and School Sport.</p> <p>Use the 'COGS' from REAL PE scheme to link to whole school improvement plan and embed these sportsmanship qualities inside and outside of the classroom in all aspects of life.</p> <p>Deliver an increased number of engaging assemblies to celebrate successes inside and out of school and to promote major sporting events.</p> <p>Review PE Action Plan development plan, PE policy and other key PE documents.</p>

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:
<p>Provide training and support to staff to feel more confident in the provision of high quality, safe PE</p> <p>Have a clear consistent approach with mapped out skills for PE.</p> <p>Cascade high quality sports coaching throughout all year groups.</p> <p>Children have access to a range of sports through qualified PE leader and external sports-coaches.</p> <p>Continue to invest in and develop the knowledge, skills and assessment skills of designated PE Leader.</p>	<p>REAL PE implemented across the school.</p> <p>External coaches employed throughout the year (where possible) to improve Teacher CPD -team teach with teaching staff where necessary.</p> <p>Designated PE Leader delivers a well-designed and well-rounded sporting curriculum across all year groups.</p> <p>Release time for PE lead to attend PLT days and to monitor standards in PE across the school.</p> <p>All staff help to support and promote the school's objective of becoming a healthier and more active school through PE and School Sport.</p> <p>Internal CPD delivered by PE Leader to other staff during staff meetings and team-teaching during lessons to support Teachers.</p>	£2400	<p>Teachers feel more confident delivering PE-lessons and through CPD and access to REAL PE and REAL GYM.</p> <p>Teachers have had more opportunities to deliver PE lessons themselves (with support) and have therefore improved their subject-knowledge, skills and confidence (particularly during COVID bubbles).</p> <p>Planning and activity ideas provided to Teachers as part of CPD, implemented within lessons and have improved confidence.</p> <p>Progression of skills and key knowledge documents shared with Teachers means they can see a clear progression and they now understand exactly what children should know and what they will know next.</p>	<p>Staff questionnaires to be completed to highlight areas for development to establish gaps in staff-knowledge to help support future provision.</p> <p>Individual CPD plan to be created for each Teacher based on needs and CPD delivered by PE Leader.</p> <p>IRIS lesson recordings sent to staff to support with subject-knowledge and the high-quality teaching of PE.</p> <p>Continue to share expertise amongst staff for events and competitions, Introduce REAL GYM into the curriculum.</p> <p>Use mini-quizzes as a way to assess effectively and monitor PE to ensure high-quality teaching and learning.</p> <p>PE Leader to complete Subject-Leader Skills and Knowledge progression ladder to work with</p>

				SLT for CPD.
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:
<p>Whole school offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.</p> <p>A wider-range of sports delivered through PE curriculum lessons.</p> <p>A wider-range of sports delivered through extra-curricular clubs.</p> <p>Attendance at local Erewash Sports competitions to increase competitive sport (some competitions due to COVID)</p> <p>More pupils provided with clear pathways to clubs outside of school to continue progress at grass-roots level.</p>	<p>50 children in years 5/6 took part in a Bikeability training course.</p> <p>New sports delivered within PE curriculum and extra-curriculum clubs.</p> <p>Key-stage 2 teams experienced new sports at local Erewash (e.g. Boccia etc) - Limited due to COVID</p> <p>Increase enjoyment of PE by all children – specifically SEND.</p> <p>Provide clear path-ways to local clubs.</p>	<p>£700</p>	<p>Pupils now know how to be safer on the roads and how to maintain their bikes.</p> <p>A diverse range of sporting activities offered to pupils through the PE curriculum, extra-curricular clubs and competitions which has inspired new groups of children who would now like to continue playing this sport.</p> <p>Pupils now have a knowledge of new sports such as; Table-tennis, Tri-Golf and Badminton through curriculum and extra-curriculum delivery.</p> <p>PE Leader has delivered daily interventions with SEN pupils in small groups to ensure they are getting access to new sports and activities. This has improved their attitude and enjoyment to PE and allowed them to access a wider-range of activities too.</p> <p>Pupils and parents now know that children can be guided towards local-clubs.</p>	<p>Cloudside to attend all LEAD Academy event days in 2021/2022 and more Erewash School Sport events.</p> <p>Introduce an even broader range of activities delivered both by PE Teacher and outside sports facilitators within PE curriculum and extra-curriculum lessons.</p> <p>Hold a minimum of 2 ‘Taster Days’ for new sports for the whole school during 2021/22</p> <p>More assemblies delivered to celebrate key sporting events in the calendar.</p> <p>Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p>

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:
<p>All KS2 pupils offered the opportunity to represent the school at a local sports competition. (Pre-COVID).</p> <p>Continued link with School Games Organiser to access calendar of sporting events and competitions, Increased opportunities in inter-school sport competitive.</p> <p>Organise more girls-specific competitive fixtures.</p> <p>Further development of 'B' teams to play competitive fixtures against other schools to give more children the experience of competitive matches.</p>	<p>Identified a set number of competitions/events to provide transport to.</p> <p>Ensured a wider range of pupils got the opportunity to take part in local competitive leagues, tournaments and festivals.</p> <p>Organised twice yearly, intra-house sports competitions for pupils across different sports.</p> <p>SEND children attended a range of festivals throughout the year.</p> <p>'B-Team' fixtures organised against local schools in areas of sport and PE.</p> <p>Increased participation in girls-only sports fixtures (football/basketball/netball)</p>	£1000	<p>Sports days for all year groups (based on COVID).</p> <p>Pupils now relish the change to represent the school at local sports competitions and fixtures.</p> <p>Increased confidence of pupils within different sports, with pupils now more confident in playing competitive sport.</p> <p>Pupils are now more resilient and less likely to give up.</p> <p>SEND pupils now have higher confidence levels and better social skills due to attending festivals.</p> <p>Pupils' attitudes to team-sports have improved with the creation of 'B' team fixtures.</p> <p>More pupils now access competitive sport across both key-stages.</p> <p>Girls attitudes to playing competitive sport has improved and they now want to represent the school against</p>	<p>Review attendance data and identify children for appropriate opportunities.</p> <p>Continue to grow the number of small intra-school competitions within the LEAD Academy trust.</p> <p>Offer more opportunities for children to participate within competitions and festivals.</p> <p>Continue to grow number of intra-fixtures and competitions.</p> <p>Further develop inter-year competitions for pupils to experience competitive sport.</p> <p>Organise more 'B' team sports fixtures</p>

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Signed off by	
Head Teacher:	Sue Wass – Head of school
Date:	02.09.2021
Subject Leader:	Sue Wass – Head of school
Date:	02.09.2021
Governor:	Peter Hunt
Date:	02.09.2021