

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
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TRUST



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** to the quality of Physical Education, School Sport and they offer. This means that you should use the Primary PE and

- 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 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 2020/21, 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.

Please note: Although there has been considerable disruption in 2020-2021 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● All KS2 children took part in high quality PE lessons whether remote or face to face. ● Year 4 completed their course of swimming ● Bikeability took place for Year 6 and Year 2 ● Reviewed impact, implementation and impact of the PE curriculum – available on website. ● Sport has a high profile through newsletter, assemblies and notice board recognised by achieving the Gold Sports Mark. ● Modified offer to include local facilities – tennis club, secondary school sports fields, local leisure centre, dance centre etc ● PE and sport curriculum offers children a wide variety of opportunities such as Lacrosse, cross country. ● Improved playground for Key Stage 1 and Key Stage 2 to maximise use of space. ● Bought equipment to improve collaboration and team working skills 	<ul style="list-style-type: none"> ● Ensure new staff deliver PE curriculum in line with whole school policy. ● Continued investment in P.E. teaching resources. ● Continued maintenance and investment in P.E. equipment to ensure a broad and varied curriculum can be delivered. ● Continued staff support and mentoring in delivering the curriculum. ● Continued tracking of sport activities undertaken by the children (afterschool clubs, local clubs and competitions) ● Develop the roles of the Sports Crew.

<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>98%</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. Please see note above</p>	<p>98%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	<p>98%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>98%</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 due to pandemic</p>

Academic Year: 2020-2021	Total fund allocated: £19,600	Date Updated: 16.7.2021	
Headteacher:	Sports Lead:	Governor:	
<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>			
Intent	Implementation	Impact	Sustainability and suggested next steps:
To ensure that all pupils take part in regular physical activity to encourage them into a healthy lifestyle (at least 30 minutes a day)	A wide range of activities are offered to children on a weekly basis during PE lessons. Opportunity during the school day for dance breaks and movement breaks Add an extra break during the afternoon	Timetabled curriculum activities throughout the year. Range of extra-curricular opportunities offered to children which included extra-curricular clubs and enrichment days such as Mojo Active Embedding of a new and inspiring curriculum scheme of work and resources. Specialist coach input	Look at increasing the range of activities before and after school and during the holidays.
Lunchtime staff trained to engage children to take part in different physical activities at lunchtime.	Increase the numbers of lunchtime staff Provide good quality play equipment e.g. skipping ropes Make good use of zones e.g. net, snug astro etc Introduce peer mentors and buddies to facilitate play.	Children have a more focused activity. This was enabled through Key Stage 2 playground modifications, colouring, and purchasing loose play equipment for Key Stage 1.	Progress was hampered due to pandemic, bubbles and high numbers of staff isolating so will continue this year. To continue and encourage Sports Crew to introduce different activities that they want to lead.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation	Impact	Sustainability and suggested next steps:
To ensure that Physical Education, School Sport and Physical Activity profile	All sports tournaments are reported on in the school newsletter and assemblies, achievements of individuals are also included and celebrated. Take part in Tokyo Get Set Go To maintain Gold Award Regular updates in the newsletter and webpage revamped.	Good engagement in additional online activities Sport achievements are regularly celebrated PE as subject is more visible to stakeholders More engagement in PE out of school	More opportunity for inter school events More extracurricular opportunities
Subject leader to drive school improvement	Clear action plan and impact document completed Link governor role established with clear outcome document produced.	PE is regularly discussed in the context of wider school development. Governors and SLT actively engaged in the strategic improvement of PE	Governor link roles developed Increased monitoring of subject implementation

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	Sustainability and suggested next steps:
Raise the quality of learning and teaching of PE, Sport and physical activity.	Opportunities for teaching assistants to work alongside coaches throughout the year e.g. tennis, dance, sport activity, multi sports days to upskill and model coaches expertise. Transferable into playground and social skills groups	High quality PE lessons delivered either remotely or face to face This includes specialist Key Stage 1 PE coaching, tennis coaching,	The pandemic has impacted on the children's physical and mental health. Next year we will look for additional opportunities to offer extra

	<p>P.E. lead to attend local SSP networking meetings with other local primary schools to develop practice.</p> <p>To make use of shared drive structure to share high quality resources</p> <p>To embed Champions scheme of work in school practice.</p>	<p>dance coaching, swimming coaching. School staff present to learn skills.</p> <p>Champions scheme of work embedded and monitored.</p>	<p>curricular sports and invest in additional ELSAs to support mental health.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>To provide a variety of sports and PE activities to ensure that all children have the opportunity to find a physical activity that they enjoy and can continue out of school and into later life.</p>	<p>This was impacted by the pandemic but the subject lead where possible sourced activities/games and sports for the year groups to do through the year and identifies appropriate offsite facilities for the activities to take place. This was remote and online opportunities.</p> <p>School playgrounds were improved to maximise space.</p> <p>Kept extra curricular sports clubs going where possible.</p>	<p>Creating and sustaining relationships with community partners such as Redland Green School, Bristol University and Redland Tennis Club has enabled us to offer such a varied range of sports to the pupils</p> <p>Signposting to online resources</p> <p>Tennis coaching and dance for year 3/4/5/6</p> <p>Multi skills coaching for years 1/2</p>	<p>To keep reviewing the content and range of sports and activities offered to all pupils.</p> <p>Provide more opportunities for children to take part on extracurricular sports with identified partners.</p>

		Bikeability for the whole of year 5 and 6	
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Key indicator 5: Increased participation in competitive sport

Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>To encourage children to get involved with competitive sport as part of school activities and also independently.</p>	<p>Subject lead identified a variety of sport competitions and tournaments across yr 3/4/5/6 to participate in, entered teams and individuals and then supported them during their participation. This was significantly curtailed by the pandemic.</p> <p>Subject lead has the knowledge to sign post students to local clubs if the child is subsequently enthusiastic.</p> <p>Employed a fitness coach to do sessions at after school club</p>	<p>Children are actively encouraged and achievements are celebrated. Achievements range from overcoming nerves to taking part to winning. The positive framework encourages other children to want to participate in school competitions. Many children now participate competitively with local clubs.</p> <p>Each KS2 child took part in virtual competitions and personal best challenges due to the pandemic</p>	<p>Links with local providers and network leaders</p>

To ensure that all KS2 have the opportunity to experience competition during school activities	The plan was disrupted due to the pandemic: Host and participate in Festival of sports competitions with other schools. Variety of inter house sports activities over the year	We managed sports days but interschool and inter age group competitions were not possible	Target remains and links established with other interested primary schools
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

NO * Delete as applicable

Total amount carried over from 2019/20

+ Total amount carried over from 2020/21

= Total carry over to 2021/22

Key Actions	Key Indicator	Spend 2020-2021	Comment
Specialist sports Coaches and play leaders	1,2,3,4,5	£1243	£1243 Tennis coaching
Sports Lead	1,2,3,4,5	£15007	
Offsite Transport	1,2,3,4,5	£1000	£1000 Coaches to swimming
PE equipment and resources including online	1,2,3,4,5	£765	Champions sports premium £480 £285 equipment
Sports and play infrastructure	1,2,3,4,5	£2448	£1240 Hall and pitch hire up to June 21 £1208 Swimming pool hire
Total allocation including carry forward	£19,600		

Total spend	£19,983	
Carry forward 2021-2022	£0	