

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised May 2021



Commissioned by the  
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:
<ul style="list-style-type: none"> <li>● Introduction of Orienteering to the curriculum and the staff training around this.</li> <li>● New way of organising clubs</li> <li>● Promoting local clubs and building links with cricket, football and rugby clubs.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to develop progression through the curriculum</li> <li>● Training new staff on Fundamental movements in KS 1</li> <li>● After Covid start to take part in more events</li> <li>● Daily activity- started the year really well but hasn't remained a high a focus</li> </ul>

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

NO

**Total amount carried forward from 2019/2020     £.....**

**+ Total amount for this academic year 2020/2021 £ 17499**

**= Total to be spent by 31st July 2021                     £ 17499**

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></p>	<p>100%</p> <p>All children had water safety training in class this year due to Covid.</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><b>N.B.</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>Please see note above.</p>	<p>96%</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>92%</p> <p>Children were unsure if they would be able to do all strokes now as haven't swam in such a long time</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>0%</p> <p>Have learned about this but not been able to put it in practice and children that swam in clubs were unsure.</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Not this year due to Covid</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: £ 17499		Date Updated:	
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:
Employ two play leaders at lunchtime to engage more children in physical activity at break. Less active children will be encouraged to take part in groups activities and games led by the play leaders.	<ul style="list-style-type: none"> <li>Have two trained members of staff to make lunchtimes more active and encourage outdoor play.</li> </ul>		£5196	<p>Due to covid the play leaders were only able to work with two bubbles.</p> <ul style="list-style-type: none"> <li>Lunchtimes are more organized and spread out making maximum use of the space.</li> <li>All children are actively engaged in an activity at lunch time</li> </ul> <p>‘Lunchtimes are good fun, there is always so much to do.’ Year 5 child</p>	<ul style="list-style-type: none"> <li>Make sure staff are trained and confident in leading activities at lunchtime.</li> <li>After Covid make sure all children get the benefit of specific lunchtime leaders.</li> <li>Train children again to support lunch leaders.</li> </ul>

<p>New playground resources to share across school to help promote being active at lunch time.</p>	<ul style="list-style-type: none"> <li>● Buy a variety of different equipment so all children can be engaged in a physical activity that they are interested in. Focus this year on more ball games and skipping and balance activities.</li> </ul>	<p>£500</p>	<p>‘It is so much having more balls to play with.’ Year 3 child</p> <p>‘I like it when we do skipping with the teachers. It is always really funny.’ Year 4 child</p>	<ul style="list-style-type: none"> <li>● Continue to make sure the playground is well resourced and equipment meets the children's needs.</li> </ul>
<p>Funding clubs for some families to help children become more active</p>	<ul style="list-style-type: none"> <li>● Provide a range of clubs</li> <li>● Change the way clubs are ran and organised</li> <li>● Use club registers to select less active children to attend clubs.</li> </ul>	<p>£300</p>	<p>71% of school children attended a club in either term 4, 5 or 6.</p> <p>This is just below our previous years total despite running only over 3 terms.</p> <p>‘Orienteering club is great fun! I love it because I get to use the skills from my lessons in a club.’ Year 4 boy</p> <p>‘Football club with the coach was brilliant and he made sure all the girls felt equal and got a turn.’ Year 4 girl</p>	<ul style="list-style-type: none"> <li>● The new way of funding clubs seems to have increased participation.</li> <li>● Keep monitoring attendance</li> </ul>
<p>Forest school Intervention enables less confident and less active pupils to spend more time outside.</p>	<ul style="list-style-type: none"> <li>● Each class to receive 5 weeks of forest school throughout the academic year. All children learn about the benefits of playing outside and how to climb trees safely.</li> <li>● Intervention group to improve children’s social skills and learning behaviors</li> </ul>	<p>£6070</p>	<ul style="list-style-type: none"> <li>● This has encouraged more children to be active at break and lunch as some now use the climbing equipment more and work in teams to build dens.</li> <li>● We have seen children become more independent in the setting, develop new friendships and start to feel proud of their</li> </ul>	<ul style="list-style-type: none"> <li>● Forest school being run my Eco Wild next year</li> </ul>

			<p>achievements.</p> <ul style="list-style-type: none"> <li>● Forest school really helped children settle back into school after lockdown. It had a big impact on children's social skills which had taken a knock during lockdown.</li> </ul> <p>'It is really nice seeing **** playing again as they have really struggled returning to school but they are so much happier in the forest.' Class teacher</p> <p>Due to Covid the Intervention group was unable to happen as the mixing of bubbles was not appropriate.</p>	
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	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:
Joining the School Sports Partnership will enable children to attend more sports events and raise the profile of sports in school	No Sports events due to Covid No young leaders training	£437.50		Continue to join School Sports Partnership making the most of all activities next year.

<p>Taking part in Britain Runs the Daily Mile</p>	<p>Organize school to take part in Britain runs the Daily Mile. Advertise the event around school in assemblies and with posters. Measure out and mark the field so teachers and children know how far they are running.</p>	<p>£50</p>	<p>Increase children's fitness ability. Raise awareness of the benefits of exercise with classes- not just physical but mental health benefits. Children are able to discuss the benefits of being active. Some children signed up to the running club as a result of taking part.  When staff were asked about positive aspects of this year, staff said the 'Running a mile' was really beneficial and enjoyable for their class.</p>	
<p>Active specialist in to share Covid Secure Breaktime games with teachers and children.</p>	<p>Book a date with Brendon Rouse. Share timetables with classes so each class benefits from 45 minutes of active ideas with Brendon.</p>	<p>£200</p>	<p>Children became more active at break times with children taking part in a wider selection of games.  'This was such a fun day and me and my friends have loads of things we want to do at break time now.' Year 4 child</p>	<p>Share Covid secure games resources with teachers again in September to help relaunch.</p>
<p>Sports equipment safety tested.</p>	<p>Book safety check for sports equipment</p>	<p>£90</p>	<p>Passed all equipment able to be used safely in class.</p>	<p>Rebook next year</p>
<p>New sports equipment to help replenish older equipment. Gym Mats, Footballs, Orienteering clipboards and cones.</p>	<p>Audit PE equipment and order new. Order orienteering equipment to help support the delivery of the new orienteering scheme.</p>	<p>£600</p>	<p>Orienteering has been a real success across school with lots of children attending Orienteering club. 19 children attended the club.</p>	<p>Continue to monitor the quality of sports equipment in school and update older equipment when it is needed.</p>

			New equipment gives children pride in the school and makes them enjoy participating more.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:
Joining the School Sports Partnership will provide opportunities for CPD for staff.	Take staff audit and plan appropriate CPD -Gym	£437.50	Increased staff confidence in teaching Gym- 'I think that I will be braver when teaching gymnastics and get equipment out more often. I also liked having the cards around the room to remind the children of what they should be doing and what the gymnastics shapes look like.' Teacher	Join partnership again to continue to benefit from CPD.



			<p>Teacher - 'I learnt some really useful strategies, language of 'gymnasts' to empower children, various techniques to add challenge/support appropriately.</p> <p>Outcomes:  Children will feel empowered to take appropriate and measured risks.  Children will be able to demonstrate movements and use skills of climbing, balancing, etc effectively.  Children will be able to talk about how they can use the equipment and do so safely.'</p>	
Dance Notes resources purchased for staff to support in the planning and resourcing of dance.	Renew our license to support the teaching of Dance.	£200	<p>Children have dance topics that are link to other areas of the curriculum.  Children are able to progress through</p>	Purchase again next year.

Football 6 week training for staff and two classes	Arrange for a football coach to work with two teachers who are low in confidence in teaching football.	£200	Increased staff confidence in teaching Football- 'When teaching football, I will use the structure of lessons that the coach used. He did a few different things in one session (teaching skills) and always ended with a game. It made it seem easy.'	Lesson resources provided by coaches shared with staff giving them increased confidence in teaching Football.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Joining the School Sports Partnership will enable children to attend more sports events and also provide opportunities for CPD for staff.	No events attended due to Covid	£437.50	No events attended due to Covid	Attend more events next year so children get opportunities to compete outside of school.

<p>Orienteering scheme of work. Children to have orienteering as part of the KS 2 curriculum. All staff to have training on Orienteering</p>	<p>Staff to have online training on Orienteering.</p>	<p>£1498</p>	<p>Staff email</p> <p><i>'I have completed the orienteering videos and I'm excited to get started!'</i></p> <p><i>'Activities were very clearly explained and demonstrated – nice to have some different ideas for PE and Geography – good links to Geography mapping unit in year 2.'</i> Teacher feedback</p>	<p>Provide refresher for staff on orienteering training.</p>
<p>Pay for sports coaches to run a variety of clubs after school.</p>	<p>Book coaches so as a school we have more clubs on offer.</p>	<p>£485</p>	<p>71% of children at school attended a club.</p>	<p>Continue with new method of running clubs and providing a big range of opportunities for all.</p>
<p>Attend Mojo activity day and hire a minibus.</p>	<p>Book and attend Mojo activity day. Select a list of vulnerable children to attend the centre to help build confidence and self esteem after lockdown.</p>	<p>£200</p>	<p>Emails from Parents on the level of enjoyment for targeted children.</p> <p><i>'I just wanted to say a huge thank you to whoever organised the Mojo activity day and to Mr Finlay for taking them. ***** had an amazing time and couldn't stop talking about it. She was really proud of herself for completing the course and apparently received praise from an instructor for her climbing. It was lovely to hear how much she had enjoyed it.'</i></p> <p><i>'Just to say thanks so much for the activity afternoon yesterday.'</i></p>	<p>Look into the possibility of booking a school trip so more children can experience the day.</p>

			**** had an amazing time. He loved the obstacle course, although it took a very long time for him to tell us about it because he was laughing so much about him and particularly **** falling into the water.'	
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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:
Joining the School Sports Partnership will enable children to attend more sports events.	Due to Covid we took no part in any competitive sports events this year.	£437.50	Due to Covid we took no part in any competitive sports events this year.	

Sports Day Medals to encourage a competitive nature in sports Day	organise sports day and order medals so children have a reward for finishing in the top 3.	£160	Children have enjoyment and a goal in trying to achieve a medal.	Continue with this next year as most children
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Dave Finlay
Date:	21 July 2021
Governor:	
Date:	