

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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SPORT
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 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:
<ul style="list-style-type: none"> • Competed in Boccia tournament • Competed in Primary Orienteering competition. • Implemented Big Books in PE as a way of evidencing the children's learning and showing a learning journey throughout the year. • Agreed on an expansion to Real PE over lockdown. This allows teachers access to a greater variety of lessons covering different sporting experiences. • Daily Mile rota has been implemented to ensure the track is not overcrowded and allows children to use it to its full potential. 	<ul style="list-style-type: none"> • Encouraging children to exercise daily and motivating them to improve. • Look into virtual/in-school competitions that children can partake in. • Look into PE activities children can access from home if isolating. • Discuss success of Big Books in PE and focus on any areas for improvement. • Ensure teachers are using expanded Real PE system.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? 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	
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.	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	28%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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?	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: £18,329	Date Updated: 08/12/20	
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:
				5%
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:
Every child will participate in a 10 minute daily mile run every afternoon.	<p>Every Friday, one class receives trophy for running the most laps in the school that week.</p> <p>If there are adverse weather conditions, children participate in Go Noodle videos.</p>	£10 (cost of trophy)	<ul style="list-style-type: none"> As a result, children are more able and fitter than before and are able to do more laps of the running track. Teachers have seen increased confidence and self-esteem of children as they have seen improvements in themselves. Development of co-operation/working in groups. Pupils work together, motivate each other and challenge each other to become better runners. A daily mile rota has been created so that year groups do not 	<p>Subject leader will monitor daily mile and regularly ask staff how they feel it is working.</p> <p>Look into asking teachers to measure improvement over the course of a year to demonstrate the impact that this is having.</p>

			interact with other bubbles and so that the track is not too populated.	
Ensure children are taking part in physical activities outside of school lessons.	Continue to offer places in after school and lunchtime clubs to children with priority given to those children who have not yet attended a club per academic year.	Not sure	<ul style="list-style-type: none"> Children are encouraged to be more active and feel more confident doing physical activity. Can inspire children to take a sport/activity further and seek clubs outside of school. 	<p>Look at club rota and reflect upon activities on offer.</p> <p>Look to increase variety of clubs available to children.</p>
Provide children with bike storage to encourage children to ride bikes/scooters to school.	Insert bike racks in the playground outside Year 5.	£500	<ul style="list-style-type: none"> Children encouraged to ride bikes/scooters to school. Increase participation in physical activity. Make children aware of environmental benefits to using bikes/scooters instead of cars. 	Create a 'ride your bike' day to take place every week.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16%
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:

Expansion of the Real PE Scheme in order to give children an even more broad and balanced curriculum.	Teachers now have access to Real Gym and can teach these units throughout the year. Teachers also have access to Real PE at Home to help set task for children who are isolating.	£495	<ul style="list-style-type: none"> Children can now follow a learning journey similar to that of Real PE. Children receive a broader experience of PE skills. 	<p>This expansion will also include Real Dance.</p> <p>This expansion will also include Real Leaders.</p>
Updated PE equipment	PE co-ordinators have bought new equipment for teachers to use in lessons.	£635	<ul style="list-style-type: none"> Ensure that teachers have enough resources to teach lessons to a high standard. New equipment can now be used to help effectively teach Real PE scheme. 	Monitor equipment and ask teachers if they need anything else ordering.
<p>Play leader for organised lunchtime games and competitions.</p> <p>Gives children more focussed activities to encourage physical activity and to help develop physical skills.</p>	Senior lunchtime supervisor takes a group of children at a lunchtime and plays organised games to promote social skills, teamwork and healthy competition.	£2000	<ul style="list-style-type: none"> Children are happier at lunchtimes and have a higher self-esteem. Increased confidence noted in children who take part in these games. Development of social skills and ability to work as a team. Children are able to praise each other positively during a game. 	Currently only able to be in one group/bubble due to COVID.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
Real PE 1:1 sessions with events manager.	Discuss upgrade to Real PE that was agreed during lockdown. Look at Real Gym and Real PE at Home, ready to cascade to staff at staff meeting.	£495	<ul style="list-style-type: none"> Pupils will be able to access a greater range of activities and will be able to adapt skills to different areas. Children have a more structured PE format that can be accessed from home if isolating. 	<p>Get back in touch with Events Manager when Real Dance becomes available.</p> <p>Look towards developing Real Leaders in school.</p>
Provide new staff with school kit.	Order PE polo shirt for new staff who would like one.	£50	<ul style="list-style-type: none"> Allows staff to feel more actively involved in lessons. 	<ul style="list-style-type: none"> Look into ordering St Andrew's hoodies for outside.
PE staff meeting	Staff meeting with teachers to discuss the implementation of Big Books in PE this year. Also discuss the updated Real PE scheme.	N/A	<ul style="list-style-type: none"> Teachers are aware of updates to Real PE and can teach a greater variety of PE lessons to a high standard. Teachers can assign PE activities if children are self-isolating. Teachers can see a demonstration of Big Book being used in PE to 	<p>Discuss Real PE log ins with Business Manager to see if each teacher can have own individual account.</p> <p>Ask teachers for ideas of things they think are working or areas for improvement.</p>

			evidence children's learning.	
Provide support for planning and delivering PE lessons for non-specialist teachers.	Schedule time with non-specialist teachers to discuss the Real PE system and what this looks like in a lesson and using big books. Invite non-specialist staff to watch a lesson.	N/A	<ul style="list-style-type: none"> Non-specialist teachers are aware of the Real PE system and can use this to a high standard. Non-specialist teachers feel more confident teaching using Real PE. 	<p>Check in on Non-specialist teachers and give chance for feedback.</p> <p>Suggest a PE lesson observation and offer feedback afterwards.</p>
Staff who lead clubs to be covered so they can take children to events.	Discuss cover with HLTA and other TAs in advance to ensure that staff who are part of club can attend.	£100 per afternoon	<ul style="list-style-type: none"> Staff will feel more actively involved in children's progress. Staff will feel more confident in taking children to more events within that sport. Staff can identify strengths and areas for improvement by watching other teams. 	Ensure that covering of lessons is detailed in the school diary.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30%
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:
Expansion of the Real PE Scheme	Teachers now have access to	£495	<ul style="list-style-type: none"> Children can now follow 	This expansion will also

in order to give children an even more broad and balanced curriculum.	Real Gym and can teach these units throughout the year. Teachers also have access to Real PE at Home to help set task for children who are isolating.		a learning journey similar to that of Real PE. • Children receive a broader experience of PE skills.	include Real Dance. This expansion will also include Real Leaders.
Provide outdoor tennis tables for children to play on at playtimes and lunchtimes.	Order Cornilleau Park Outdoor Table Tennis Table. Set up in fenced area near Year 5 (behind the shed). Purchase table tennis paddles and balls. Clearing out area behind the shed and getting rid of fence.	£1,599 x 2 £20 £200	• Children will be introduced to a new sport. • Children could be inspired to look for further opportunities to play the sport outside of school.	Look to entering table tennis tournaments.
Virtual Pentathlon	PE co-ordinator aims to adapt an idea created by Calderdale School Games and create an in-school tournament consisting of multiple events that bubbles can participate in. These results will be recorded and shared with the rest of the school.	N/A	• Children will be encouraged to participate in different sports that will challenge them. • Promotes teamwork. • Motivates children to be aspirational and compete with other classes around school.	Aim to do a cross country style run in Spring 1.
Organised for a Team GB athlete to come into school. Aim to inspire children to want to become athletes of the future.	Athlete will come in to deliver an assembly on why and how they have become an athlete. Athlete will do 30 minute fitness	Free Target to raise £1.70 per child to help fund	• Children would become more aware of how to get into Team GB programmes and may look into opportunities	Ask the children what they would like to come from the experience. E.g. Questionnaire looking at what inspired them and see

Children to become knowledgeable of health and fitness.	workshops with every class in the school.	Team GB. 60% of profits go back to school.	<p>outside of school.</p> <ul style="list-style-type: none"> Children are made aware of a broader variety of sports that they may otherwise not have known about. Children know more about health and fitness and can do a number of exercises to help keep them fit. 	if it has changed their future aspirations.
Bradley Wood activities	<p>Contact Bradley Wood and discuss activities on offer.</p> <p>Year group(s) to attend activities throughout school year to develop a new skill.</p>	Climbing – £111 for a group of 24 children for one session.	<ul style="list-style-type: none"> Children will have experience of a new activity. Increase participation in physical activity. 	Look at partaking in more activities at Bradley Wood.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
Virtual Boccia tournament	Small group of SEND pupils will take part in Virtual Boccia tournament set up by the Calderdale School Games.	Calderdale School Games -	<ul style="list-style-type: none"> Pupils have grown in confidence and are proud of their achievements. The group of children are constantly praised for working well as part of a team. The children are very proficient at these games and recently qualified for the West Yorkshire Finals in Boccia. 	Look for more virtual competitions to motivate and inspire pupils of all abilities.
Increase participation in the School Games calendar.	Aim to participate in Cross country, Hockey, Sportshall Athletics, U11s girls Kwik Cricket aim Year 5/6 Girls footballers Transport	Calderdale School Games £500	<ul style="list-style-type: none"> Pupils will have a broader experience of games at a more competitive level. Children will become more confident and more able to challenge themselves. 	Look around for more competitions.

Expand Sports Day to provide a more competitive day with more sports and events for children to take part in	<p>Look into having a Lower KS2 and Upper KS2 and include more events.</p> <p>Aim to ensure every child can participate in all the races.</p> <p>Add some more sports going on around the track.</p>	£200	<ul style="list-style-type: none"> Increased participation in competitive sports. Increased physical activity among children. More inclusive. 	Trial LKS2 and UKS2 sports day and see if we can continue this.
Virtual Pentathlon	<p>PE co-ordinator aims to adapt an idea created by Calderdale School Games and create an in-school tournament consisting of multiple events that bubbles can participate in.</p> <p>These results will be recorded and shared with the rest of the school.</p>	N/A	<ul style="list-style-type: none"> Children will be encouraged to participate in different sports that will challenge them. Promotes teamwork. Motivates children to be aspirational and compete with other classes around school. 	Aim to doing a cross country style competition in Spring 1.

Signed off by	
Head Teacher:	K. Smith
Date:	September 2020
Subject Leader:	L. Johnson
Date:	September 2020
Governor:	
Date:	