

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

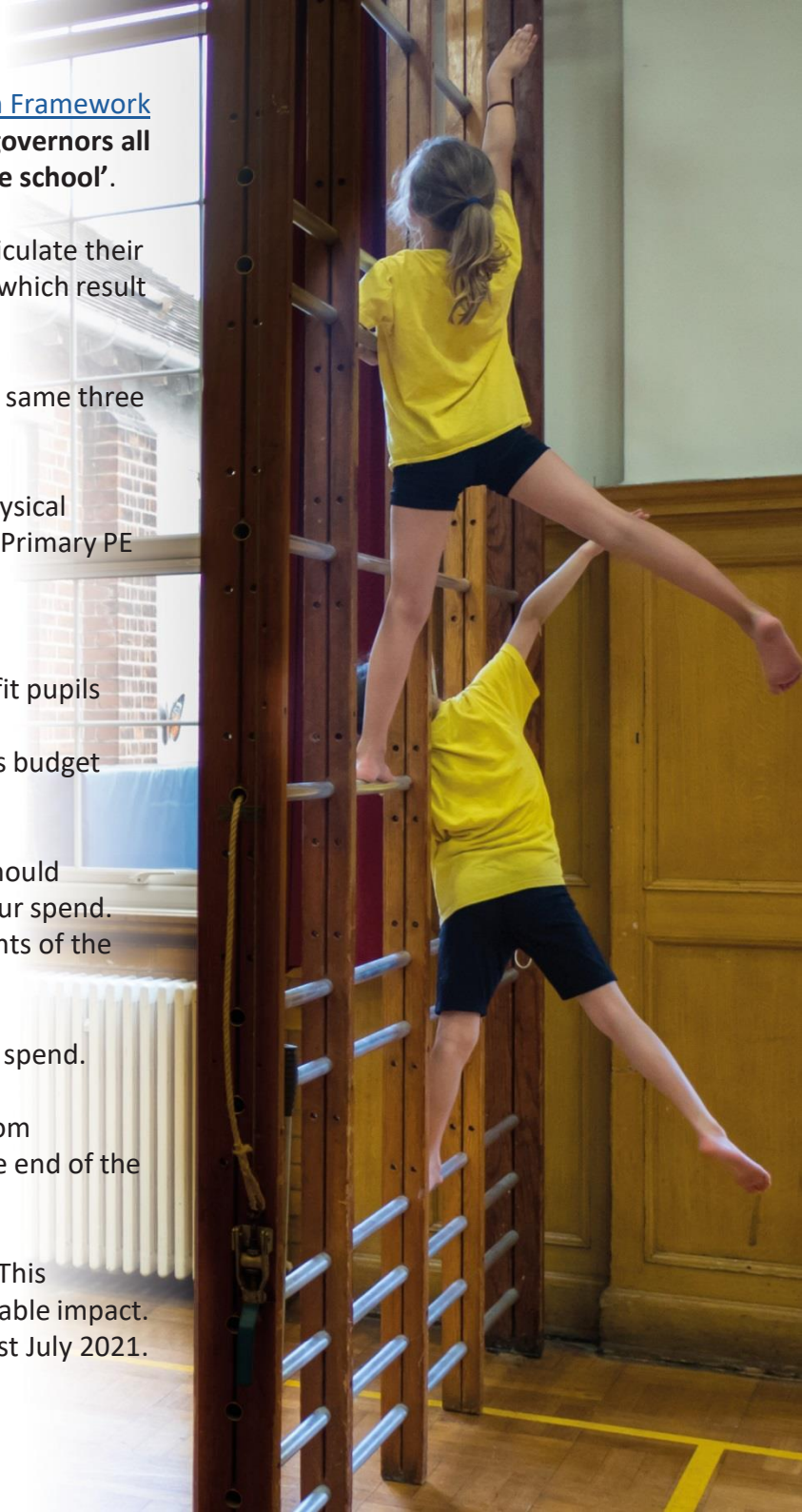
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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 by the end of the summer term or by **31st July 2021** at the latest.

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"> • All children participating in 2 hours of PE a week with a balanced programme of activities that meet the requirements of the National Curriculum • The Development of regular Lunchtime provision for Physical activity. Impact on lunchtime behaviour a significant improvement noted by lunchtime supervisors • Staff confident and knowledgeable in gym, dance, invasion games/net games and athletics. Upskilled staff and pupils enjoying Physical Education • Staff are aware of the progression across the year groups for PE and are using the new objectives to help them plan • New playground markings have been laid which have encouraged a range of physical activity and team building tasks. It also supports pupils towards their 30 minutes of daily activity • The new Health and relationships education curriculum has been implemented across the school • PE lessons have been monitored to ensure high quality planning and teaching as well as a clear progression across the year groups 	<ul style="list-style-type: none"> • To increase the level of participation in competitive sports. • To continue to monitor PE lessons to ensure high quality planning and teaching as well as a clear progression across the year groups. • To continue to develop a rolling programme of provision and young leadership that focus on fun and enjoyment, and help young people (particularly girls and less active groups) to build confidence and develop a positive relationship with sport and physical activity. • To have a focused week to highlight the benefits of PESSPA on our physical and mental wellbeing.

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

YES

Total amount carried forward from 2019/2020 £4,684.41
+ Total amount for this academic year 2020/2021 £21, 444.41
= Total to be spent by 31st July 2021 £12,877.11 (8,567.30 - carry forward)

<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>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>	N/A
<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>Please see note above.</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	Yes/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: £16,760	Date Updated: 05/07/21	
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:
				25.8%
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:
New playground markings have encouraged a range of physical activity and team building tasks. It supports pupils towards their 30 minutes of daily activity	Young people have been able to access various games activities and physical challenges daily for at least 30 minutes using new, fun and engaging playground games.	£1, 370	The children have a multipurpose play area that is inviting for pupils, new playground markings have encouraged a range of physical activity and team building tasks. It also supports pupils towards their 30 minutes of daily activity	Playground markings have been used by children, staff and coaches to deliver high quality sessions and to engage the children in physical activity at playtimes.
To develop a rolling programme of provision and young leadership that focus on fun and enjoyment, and help young people (particularly girls and less active groups) to build confidence and develop a positive relationship with sport and physical activity.	To work with external sports providers, lunchtime supervisors and pupils to create a fun, varied and engaging lunchtime sports programme of activity. To encourage young leadership, pupils to work alongside coach to develop skills and confidence.	£3, 070	The lunchtime staff have reported fewer behaviour related incidents. Pupils are active and happy at lunchtimes they have mentioned that values and virtues such as friendship and fair play have become a part of their lunchtimes too.	Due to Covid the activities have been bubble related. Next year this will be an areas of whole school development.
To ensure water coolers are installed and regularly serviced.	To encourage healthy choices to support physical activity.	£694.85	Children regularly hydrating with access to cold water	To continue to use sports company to provide a range of organised physical activities for the year 21/22.
Repairs to multi-play and indoor sports equipment	Increased physical activity during break times all year around.	£396.30		Continue to embed healthy lifestyle choices through broader curriculum.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24.5%
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:
High quality PE lessons delivered by staff and support staff.	PE lead release time x3	£450	As a result of confident and knowledgeable staff ALL pupils, irrespective of their special educational needs and disabilities made expected or better progress in PE. (See whole school PE data)	Staff to continue to develop high quality, engaging PE lessons.
Sports play equipment and resources	Learning walks to ensure staff are delivering the revised curriculum which meets the National Curriculum. Focus on progression of skills across the year groups.	£180	~Staff meetings to share new curriculum and progression of skills.	All children can participate in engaging sessions which meet the curriculum objectives and staff are fully resourced.
Pupils participating fully in organised sporting and games events	Having suitable resources to meet the needs of the children/sessions.		Having suitable resources to meet the needs of the children/sessions.	
	PE lead actively communicating with local schools to enrol classes in events organised. Transport booked and staff informed of expectations for each event. Unfortunately less events this year due to Covid 19	£341.96	These opportunities have helped young people forge friendships and learn how to work as a team, and develop important skills like leadership, self-discipline and resilience. This has in turn has impacted right across the whole curriculum. See whole school data.	All pupils involved, made progress across the curriculum as their confidence and self-belief developed and grew. The emotional support and feeling of well-being enabled children to engage more in classroom learning.
Sporting area improved	Improvements made to the school outside areas to ensure that it is engaging, inspired and accessible to all. Promoting a love of learning for sport and ensuring it is safe for pupil's.	£216.00 to fund coaches		Strength, balance and control over their body impacted on posture being able to sit and focus in lessons.
		£4,056.00 Labour £1, 600		Organising future events that encourage pupils to challenge themselves to go the extra mile, thus improving their overall attainment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4.4%
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:
<p>PE Co-ordinator CPD</p> <p>The implementation of the new Health and relationships education curriculum.</p> <p>To ensure staff responsible for swimming attend any appropriate course and gain any qualifications in order to teach swimming effectively.</p>	<p>Make links with other schools and providers and to professionally develop. Cost of supply</p> <p>To purchase Coram Life Education resources and plans for progression across the school to include exercise units. All staff involved with online learning and implementing of the new Scarf materials and lesson plans.</p> <p>Online webinar training for staff</p>	<p>£300</p> <p>£650.00 Live lessons/life caravan</p>	<p>PE Lead upskilled and successfully leading with impact across school</p> <p>Teachers familiar with statutory programme/online resources. All staff delivering high quality sessions using SCARF materials, parents successfully used this resource at home in lockdown which raised awareness of pupil wellbeing, health and importance of exercise. Online life caravan session attended by all pupils.</p>	<p>To continue to work with our federation to develop professionally.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5.4%
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:
Radio Club programme to promote the importance of regular exercise, health and wellbeing during lockdown periods.	Employed a qualified broadcaster to lead weekly sessions with our target group. Programme to be broadcast via our website to the wider community to help promote the need for physical activity during lockdown.	£600 To cover costing of broadcaster.	Increased confidence, self-esteem and a real desire to learn about health and sports. A raised awareness of the impact of regular exercise and the importance of getting outside.	To continue to run radio club and build on children's self-confidence and self-esteem next academic year.
To attend a leisure venue that facilitates alternative physical activity sessions following lockdown. To get children back out into the community to play sports in a covid secure way. (Autumn Term) Transport to venue	Pupils in KS2 to participate in weekly sessions outside the school grounds, engaging with exercise and physical activity at the leisure centre. Transport to and from this venue, pupils to wear masked and be socially distance from driver.	£432.00	Children experiencing a range of physical activities to raise awareness of the impact of regular exercise. Having motivated pupils, engaged and asking can we do this every day?	Organising future events that encourage pupils to challenge themselves to go the extra mile, thus improving their overall attainment.
Additional achievements: Enrichment activities-Pioneer and Aztec	Children able to participate in different sporting events, building relationships and working as a team.	£120 staffing cost	Transition skills, resilience, teamwork and confidence. Social mixing and development to support wellbeing.	Mixed groupings with HOT pyramid schools
To broaden further the experiences of our young people so sports clubs focus on fun and enjoyment, and help young people (and less active groups) to build confidence and develop a positive relationship with sport and physical activity.	To work in partnership to increase the provision of afterschool sports opportunities, and ensure that pupils have access to a range of high quality opportunities that inspire them to get active.			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 intensions carried forward due to the restrictions in place since March 2020</p> <p>INTENDED</p> <p>All pupils in school attending organised events for each year group within the Droitwich Pyramid. Providing opportunity for pupils to compete against others settings.</p> <p>To ensure teaching staff have planned opportunities within lessons that allow for the element of competition.</p> <p>Raise awareness of our local premiership teams with the intension of enthusing young people about competition.</p> <p>To increase the level of participation in competitive sports.</p>	<p>Any competitive sports moved to online and virtual offer to those who wished to participate.</p> <p>JT to liaise with other PE leads within the Droitwich Pyramid of schools to plan and organise an events calendar.</p> <p>Enabling pupils to access age appropriate competition and the opportunity to try out and participate in competitive sports.</p> <p>KS2 pupils to compete in Rugby tournament with local Premiership club Worcester Warriors.</p> <p>To work collaboratively with Federated school to arrange sports events that allow opportunity for age appropriate competition.</p>	<p>£600</p> <p>Supply cover for lead to organise</p> <p>£1000 Staff CPD</p> <p>£1000</p> <p>Travel to venue/venue hire</p> <p>£100</p> <p>To purchase relevant resources/prizes.</p> <p>£1000</p> <p>Venue hire/staff</p>	<p>All face to face competition restricted and pupils will benefit from a catch-up programme as soon as restrictions are lifted.</p> <p>IMPACT WILL BE:</p> <p>To help young people forge friendships and learn how to work as a team.</p> <p>To developed important skills like leadership, self-discipline and resilience. Pupils wanting to be successful and recognised for their achievements.</p> <p>For pupils to be aware of how competitive sports can develop self-discipline and resilience. To motivate and engage our young people and encourage transferable skills. These opportunities have helped young people forge friendships and learn how to work as a team, and develop important skills like leadership, self-discipline and resilience. This has in turn has impacted right across the whole curriculum. See whole school data. As a result of confident and knowledgeable staff ALL pupils, irrespective of their special educational needs and disabilities made expected or better progress in PE. (See whole school PE data)</p>	<p>Competition is not the focus for our younger children, we feel they respond better to fun and collaborative approaches.</p> <p>Raising the awareness of how competitive sports and the skills developed from it are transferable to all aspects of school life and life outside of school.</p>

Signed off by	
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