

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3,118
Total amount allocated for 2020/21	£17,700
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,687
Total amount allocated for 2021/22	£ Not known at present
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ Not known at present

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><i>Data for current Year 6 cohort last assessed in Year 3 as unable to complete Year 6 swimming unit.</i></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>	93% (27/29)
<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>	76% (22/29)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76% (22/29)
<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

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: £17,700		Date Updated: July 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: £619
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:
<ul style="list-style-type: none"> To develop and embed the Active 30:30 ethos within the school day and whole school community to support our children to become fit for life. To promote sport and physical activity as a positive response to the COVID-19 pandemic. To engage all pupils in purposeful physical activity during undirected times to contribute to their 30mins of physical activity. 	<ul style="list-style-type: none"> CPD for staff to raise awareness, share Active 30:30 good practice and highlight resources available. Complete 'Heat Map' audit and use as tool to review and improve Active 30:30. Explore & evaluate Active Maths & English resources. CPD for staff: Movement break activities. Continue to promote Active 30:30 with Parents/Carers especially through Health Week. Train new Play Leaders to be good role models, encouraging active play at lunch times including respect for equipment. Sports coaches employed at lunch times to direct clubs & competitions. 		<p>Allocated : £1,000 Spent : £241 Playground equip: £241 Active 30:30 resources: £78</p> <p>Part of SSSP</p> <p>Allocated : £5,800 Spent : Lunch time coaches: £300</p>	<ul style="list-style-type: none"> Pupils are aware of and participate in brain breaks/ movement breaks during lesson times and can explain why they are beneficial. Pupils show awareness of these during informal discussions but more evidence needed. Movement break resources shared with teachers Sept 20, Dec 20 & June 21 and heat maps completed 21.6.21. Teachers are aware of extended sedentary periods in their timetables and building in provision for more activity either through lesson activity or movement breaks. All pupils have the opportunity to participate in a variety of physical activities and competitions during undirected times. Coaches active on playground supporting play and developing mini (small sided within bubbles) competitions 10.5.21 – 16.7.21 	<ul style="list-style-type: none"> Include pupil awareness of movement breaks in Pupil discussions 2021/2022 Continue Movement Break CPD for staff & refresh heat maps in 2021/2022 to monitor continued impact on children becoming more active and less sedentary. (Ensure Heat maps become greener.) Continue to explore & provide Covid safe ways for lunch time clubs to continue in an effective manner.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £2,308
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> To promote the benefits and importance of PE, sport and physical activity on physical and mental health and well-being. To inspire all pupils to becoming involved and develop positive attitudes to physical activity and its importance in the role of well-being. To continue to promote sporting successes and raise the profile of PE with parents so that they encourage and support pupil participation. PE leader to work with PSHE leader to continue to develop 'Health Week' as another platform to promote physical activity as part of a healthy lifestyle to all pupils. PE Subject Leader to continue to develop skills and knowledge needed to effectively manage subject, keep up to date with relevant policies and monitor impact of good quality PE Sport and Physical activity provision on whole school improvement. 	<ul style="list-style-type: none"> To further develop the profile of PE finding additional ways to share and celebrate School Games values, making links with GFES school values (including BLP) and pupil achievement. Consider alternatives to face-to-face Assemblies which are not currently permitted due to COVID-19. Reorder medals & certificates. Half termly newsletters including information on clubs, competitions, awards and opportunities. Collaborative planning time in preparation for Health Week. PE Subject Leader to meet with other local PE leads at rural collaborative meetings and SSP coordinator days. Impact of primary PE and Sport Premium report updated and published. PE to carry out a range of SSE activities to evaluate effectiveness of provision e.g. discussions with pupils. PE policy reviewed and updated. School Games Award achieved by end of academic year. 	<p>Allocated : £80- medals from 2019/20 used. Spent : Card & photocopying certificates. Approx. £50</p> <p>Spent: Cover for Health week planning. £400 Allocated: Health week activities & resources £500 Spent: Day = £400 Equipment =£258</p> <p>Allocated : Part of SSSSP Spent : Cover for 6 days £1,200</p>	<ul style="list-style-type: none"> Increased recognition of PE, Sport and Physical Activity success. Certificates issued to all children who participated in SSSSP festivals & Competitions. Children proud of their own and each other's achievements. School Games Values reinforced in staff meeting June 2021. Increased Parental awareness of Pupils involvement in School Games and activities across the school as all events reported to parents in School newsletter. Newsletter contributions reflect Sporting achievements & celebrate the School Games Values. Health Week successful in promoting physical activity as part of a healthy lifestyle. A successful week promoting skipping as a way of reducing stress and keeping fit. All children accessed 'Dan the Skipping Man' workshop 10.3.21 Feedback from staff & children positive. Subject lead attended SSSSP training (virtual or in person) to further professional development and ensure up-to-date knowledge and understanding on 24.9.21, 19.11.20, 23.1.21, 30.3.21, 28.6.21 PE Policy under review. School Games Mark Framework completed online & award for 2020/21 received July 2021 	<ul style="list-style-type: none"> Further embed pupil's knowledge and understanding of school games values. Use school council and pupil discussions to evaluate impact. Develop teacher's understanding of School Games value to develop spirit scoring. Explore more ways of including parents in PE and physical activity. Permissions for photos/video on twitter/website. (Teams/Twitter?)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£2,445
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:
<ul style="list-style-type: none"> PE Subject Leader to audit and analyse staff CPD needs and organise training, to ensure all staff have the required knowledge and skills to confidently deliver the new PE Curriculum and Scheme. Staff attend appropriate CPD training (COVID-19 safe) in order to support them in delivering high quality PE and sports teaching. All staff (including Sports Coaches) and pupils continue to follow the most up-to-date COVID-19 guidance and all PE and sporting activities are undertaken in a COVID-19 safe way. 	<ul style="list-style-type: none"> Survey Staff CPD requirements linked to new PE Curriculum and Scheme of work. Analyse results & organise training. Staff attend appropriate CPD training to enhance knowledge and skills. (CPD Providers: SSSSP and other sports bodies). PE Hub subscription renewed. COVID-19 guidance linking to PE and sporting activities regularly reviewed by Subject Leader and shared with staff to ensure they are kept updated with changing circumstances. 	<p>Spent :SSSSP enhanced package £1,900 ÷2 (section 5) = £950</p> <p>Animated dance CPD - £,1040</p> <p>PE hub subscription £455</p>	<ul style="list-style-type: none"> PE subject leader has a detailed understanding of CPD requirements for all staff and is able to organise and prioritise relevant training. CPD interrupted by Covid measures. Following inset 2.9.21, 16.6.21 & 9.7.21 and informal discussions Staff have increased knowledge, skill and expertise in delivering all aspects of the PE curriculum (through PE Hub), leading to high quality teaching and learning in all year groups. Resources on PE hub were updated in line with home learning requirements. All PE and sporting activities are undertaken by staff and pupils in a COVID-19 safe way. Routines for equipment sharing and sanitising implemented 2.9.20 and reviewed throughout the year. 	<p>Facilitate feedback and review implementation of PE hub scheme. Provided CPD in response to this 2021/2022.</p> <p>Continue to send staff on CPD provided by SSSP</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £2,527
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> To continue to encourage all children to engage in regular physical and sporting activities by providing a wide range of experiences through curriculum and extra –curricular activities. To monitor levels of participation in extra – curricular clubs with an aim to increase participation to 80% of all pupils to have committed to one club during the year. (This target was missed in 2019/2020 due to school closure) To resource additional equipment to: <ul style="list-style-type: none"> Maintain curriculum provision within COVID-19 requirements. Provide resources to support delivery of the new PE Curriculum and Scheme. Support the PE Catch-Up programme in Reception: Ready, Set, Ride. 	<ul style="list-style-type: none"> Audit and map all extra-curricular sporting activities and Sports Clubs. PE Subject Leader to organise provision for a broader experience of sports and activities offered to children through curriculum, clubs and other sporting opportunities. (Including those requested by staff, pupils & parents) Termly Calendar of Sports Clubs offered and places allocated on a half term/termly/yearly basis as appropriate. Priority booking for children who have not previously attended and for those children identified whose physical fitness and confidence has suffered through lockdown experiences. Curriculum and club offering adjusted to meet COVID-19 requirements. Identify and order new resources e.g. <ul style="list-style-type: none"> Extra sets of equipment for bubbles. Extra bikes to extend Ready, Set, Ride program in reception. 	<p>Spent: Sports Coaches for summer after school clubs. £1,440</p> <p>Spent: Update & provide new equipment for clubs & curriculum. £1,087</p>	<ul style="list-style-type: none"> Children have access to a broader experience of sports and activities offered through our PE Curriculum and extra-curricular clubs and opportunities. Due to Covid restrictions afterschool clubs commenced in the summer term and focused introducing children to a broad range of sports. They were accessed by Yr. 1 24/28, Yr. 3 21/30, Yr. 4 10/27 and Yr. 5 11/26. Target set for 80% participation in extra – curricular clubs. Evidence through club registers. Hard to evidence lunchtime club participation due to nature of provision. Opportunity was offered to 100% of pupils. Children have had opportunity to try something new. This year all children have tried ‘sport skipping’ and Year 3,4,&5 had the opportunity to try speed stacking. Additional PE and Sports equipment sourced and purchased to enhance provision. Extra resources bought for class bubbles to ensure NC PE requirements could be delivered safely. 	<p>Ensure all year groups have access to clubs in 2021/2022 if possible. Maintain single year group and multi-sport approach as proved very popular amongst pupils and parents.</p> <p>Ongoing review of equipment and investment in new and replenishing resources. Continue to identify and promote new activity opportunities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £1,232
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:
<ul style="list-style-type: none"> To develop our school sport profile (refer School Games Website account) to include competitive sport opportunities: <ul style="list-style-type: none"> Personal best Class competitions Inter (between)school competitions Intra (within) school online virtual competitions that enables children to foster good sportsmanship & teamwork within a COVID-19 safe environment. 	<ul style="list-style-type: none"> Audit and map all competitive sporting opportunities. Participate in an increased number of events including those offered by the SSSSP and inter school events. Source resources and specialist coaching to enable children and staff to compete in new arenas of sport. Subject lead to promote SSSSP online events with whole school community where appropriate. 	<p>Spent: Part of SSSSP enhanced package £1,900 ÷2 (section 3) = £950</p> <p>Equipment £282</p> <p>Some specialist coaching part of SSSSP</p>	<ul style="list-style-type: none"> To improve GFES participation to more than 11 events (achieved in 2019/2020) <p><u>SSSSP Competitions:</u></p> <ol style="list-style-type: none"> Year 5 Dance –Gold, achieved bronze at regional level. Year 4 Speed Stacking Year 4 Cheerleading Year 5 Run the Distance Year 3 Tri Golf Whole school –You Skip challenge Year 3 Virtual football Year 2 KS1 infant agility Year 3 Pentathlon <p><u>Other Competitions & Personal Best:</u></p> <ol style="list-style-type: none"> School Sports day <p>KS1 2.7.21 KS2 24.6.21</p> <ol style="list-style-type: none"> Active Parks Project <p>GFES participated in 11 events matching 2019/2020. However the number of pupils participating in these events was far beyond those achieved in 2019/2020 due to change in delivery.</p> <ul style="list-style-type: none"> Registers held by the Subject Leader to monitor who is accessing competitions. Aim to engage teachers & pupils from across the age ranges, ensuring SEND & Pupil Premium children are well represented. This area of the curriculum benefitted from virtual competitions as whole classes rather than teams or groups could compete. Therefore all children including 100% of SEND & pupil premium children could compete. 	<p>Continue to participate in SSSSP competitions and develop participation in new events where possible.</p> <p>Continue to develop pathway from learning in lessons through to competition.</p> <p>Continue to support virtual competitions as it increases participation opportunities of pupils.</p>

Signed off by	
Head Teacher:	Julie Gaughan
Date:	July 2021
Subject Leader:	Mel Bradburn
Date:	July 2021
Governor:	Elaine Limond
Date:	October 2021