

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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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"> • George Fentham School was recognised for its commitment to engaging with our School Games Organiser, participating in the School Games Programme during Autumn 2019 & Spring 2020. (Lockdown Summer 2020, traditional School Games Mark suspended.) • Summer Lockdown 2020, on-going sport and physical activities regularly promoted through our website provision, encouraging and supporting families to stay active and participate in virtual competitions and our GFES Sports Day. • Qualified for the School Games Award 2019/2020 in June 2020. • Qualified for the 2019/2020 Virtual Games Award due to our online PE provision in July 2020. (Summer 2020 the traditional School Games Mark was suspended.) • Increased pupil participation in clubs and active opportunities, despite school lockdown in Summer 2020. Analysis shows 107/190 =56.3% children participated in clubs during Autumn 2019 and Spring 2020. Previous year 63% participation across all 3 terms, indicating we were on target to exceed this. • Data analysis shows increased number of Pupil Premium children attended active opportunities (52%). • Cohort targeted for lack of participation in 2019/20, increased participation significantly from 32% to 72% despite missing Summer term clubs. • Following staff audit CPD was provided for eight teachers and two teaching assistants, enhancing confidence, increasing knowledge and skills in order to provide high quality PE within school. • Successful introduction and implementation of our new PE Curriculum and Scheme. • Resources for new areas of the curriculum (e.g. balance bikes and dodgeballs) provided to broaden our offering and build inclusion. • Good collaboration between GFES and South Solihull Sports Partnership, and Rural school cluster meetings, ensures PE lead has been able to keep informed about the latest developments in PE (including Covid -19 impact and advice). • Participated in a wide range of inter –school activities which included virtual competitions. • PE offer reviewed, mapped against the National Curriculum and new scheme provided to ensure high quality teaching sequences and ensure coverage. 	<ul style="list-style-type: none"> • Continue to ensure PE is effectively led and managed by PE Subject Leader through actively engaging with SSP. • Provide regular feedback to school leaders and CPD support to all staff. • Ensure PE and sports provision is in line with all COVID-19 related guidance in order to keep all children and staff safe. • Assess pupil fitness and continue to support a wide range of sport and physical activity, in order to further increase pupil participation in physical activity. • To identify and specifically target involvement and participation of those pupils who have been most negatively impacted by Covid-19 (including emotional and mental health as well as physical health). • Monitor & review amendments made to the PE curriculum in line with Recovery Curriculum requirements. • Further embed new scheme of work and identify further ways to improve assessment. • Provide updates to senior leaders and CPD for staff to maintain standards of PE in challenging circumstances. • Continue to embed the School Games Values. Further develop opportunities for inter & intra school competitions as well as personal best competitions. • Link good practice in school to gaining a PE kite mark – School Games Award. • Continue to purchase equipment and teaching resources to support high quality provision.

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

If YES you must complete the following section

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 July 2021.

Academic Year: 2019/20	Total fund carried over: £3,118	Date Updated: March 2021		
<p>What Key indicator(s) are you going to focus on? Key indicator 1,3 &4: The engagement of <u>all</u> pupils in regular physical activity. Staff confidence, knowledge & skills in a COVID-19 safe climate. Developing a broader range of sports & activities in line with COVID-19 restrictions.</p>				<p>Total Carry Over Funding: £3,118</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <ul style="list-style-type: none"> To keep all children and staff safe by ensuring all PE and sports activities are planned and delivered in a COVID-19 safe way. To ensure playtimes promote physical activity and positive social interaction between children within bubbles. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> PE subject lead attends regular CPD, to ensure she is up to date and well informed of all current developments and recommendations, with particular reference to COVID-19. PE Subject Leader provides CPD for staff to keep them informed of COVID-19 requirements e.g. bubbles & use of equipment. Share COVID-19 safe, activities and resources with staff. Resource PE and sports equipment so that bubbles have access to their own equipment, reducing the need to share. Improve access to playground equipment, ensuring bubble equipment is easily identified, accessed and stored. Adults/Sports Coaches to support further development of teams games, collaboration and sportsmanship, in line with COVID-19 restrictions. 	<p>Carry over funding allocated:</p> <ul style="list-style-type: none"> CPD through SSSSP (£700) Resources /lesson ideas (£100) Equipment for PE lessons (£700) Playground equipment (£618) Coaches (£1000) 	<p>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?</p> <ul style="list-style-type: none"> All children return to 2 hrs of PE a week, in a COVID-19 safe environment following a sustained period of disruption. Units adapted or new units taught to meet the needs of all COVID-19 restrictions. Pupils have access to the resources they need. Good levels of activity during playtimes observed by staff. Children have access to a wide range of equipment to promote a variety of activity. Behaviour logs indicate low levels of play time incidents. 	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p>

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.	<i>Need to add data once swimming assessments completed. (Data for current Year 6 cohort last assessed in Year 3)</i>
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.	93% (27/29)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76% (22/29)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76% (22/29)
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?	Yes/No <i>Explore & develop opportunities for Year 6 who did not achieve swimming standard in Year 3 to take part in booster lessons. (Approx £2000)</i> <i>Significantly Impacted by COVID-19, swimming lessons did not take place.</i>

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: £17700		Date Updated: March 2021	
<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>					Percentage of total allocation: 38% Approx. £6800
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 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>£1000</p> <p>Part of SSSP</p> <p>£5800</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. Teachers are aware of extended sedentary periods in their timetables and, by building in provision for more activity either through lesson activity or movement break, children become more active and less sedentary. (Heat maps become greener.) All pupils have the opportunity and are fully supported to participate in a variety of physical activities and competitions during undirected times. 		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					Percentage of total allocation:

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			12% Approx £2200
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>
<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>£80</p> <p>Cover for Health week planning. £400 Health week activities & resources £500</p> <p>Part of SSSSP Cover for 6 days £1200</p>	<ul style="list-style-type: none"> Increased recognition of PE, Sport and Physical Activity success e.g. class portfolios, displays, school website & assemblies. Children proud of their own and each other's achievements. All staff and pupils have a good understanding of the School Games Values and know how these link to all aspects of life in and out of school. Increased Parental awareness of Pupils involvement in School Games and activities across the school. School newsletter & website reflect Sporting achievements & celebrate the School Games Values. Health Week successful in promoting physical activity as part of a healthy lifestyle. Subject lead attended SSSSP training & meetings to further professional development and ensure up-to-date knowledge and understanding. PE Policy updated. SSE activities e.g. discussions with pupils. School Games Award received.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14% Approx £2500
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 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. 	<ul style="list-style-type: none"> Sports Coaches for clubs. See Key indicator 1. Update & provide new equipment for clubs & curriculum. £2500 	<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. Target set for 80% participation in extra – curricular clubs. Evidence through club registers. Children have had opportunity to try something new. Additional PE and Sports equipment sourced and purchased to enhance provision. 	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17% Approx £3000
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. 	<ul style="list-style-type: none"> Part of SSSSP Equipment, specialist coaches & possible travel. £3000 Some specialist coaching part of SSSSP 	<ul style="list-style-type: none"> To improve GFES participation to more than 11 events (achieved in 2019/2020) 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. 	

Signed off by	
Head Teacher:	Julie Gaughan
Latest Review :	April 2021
Subject Leader:	Melissa Bradburn
Latest Review:	April 2021
Governor:	Elaine Limond
Latest Review:	April 2021

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council