

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:

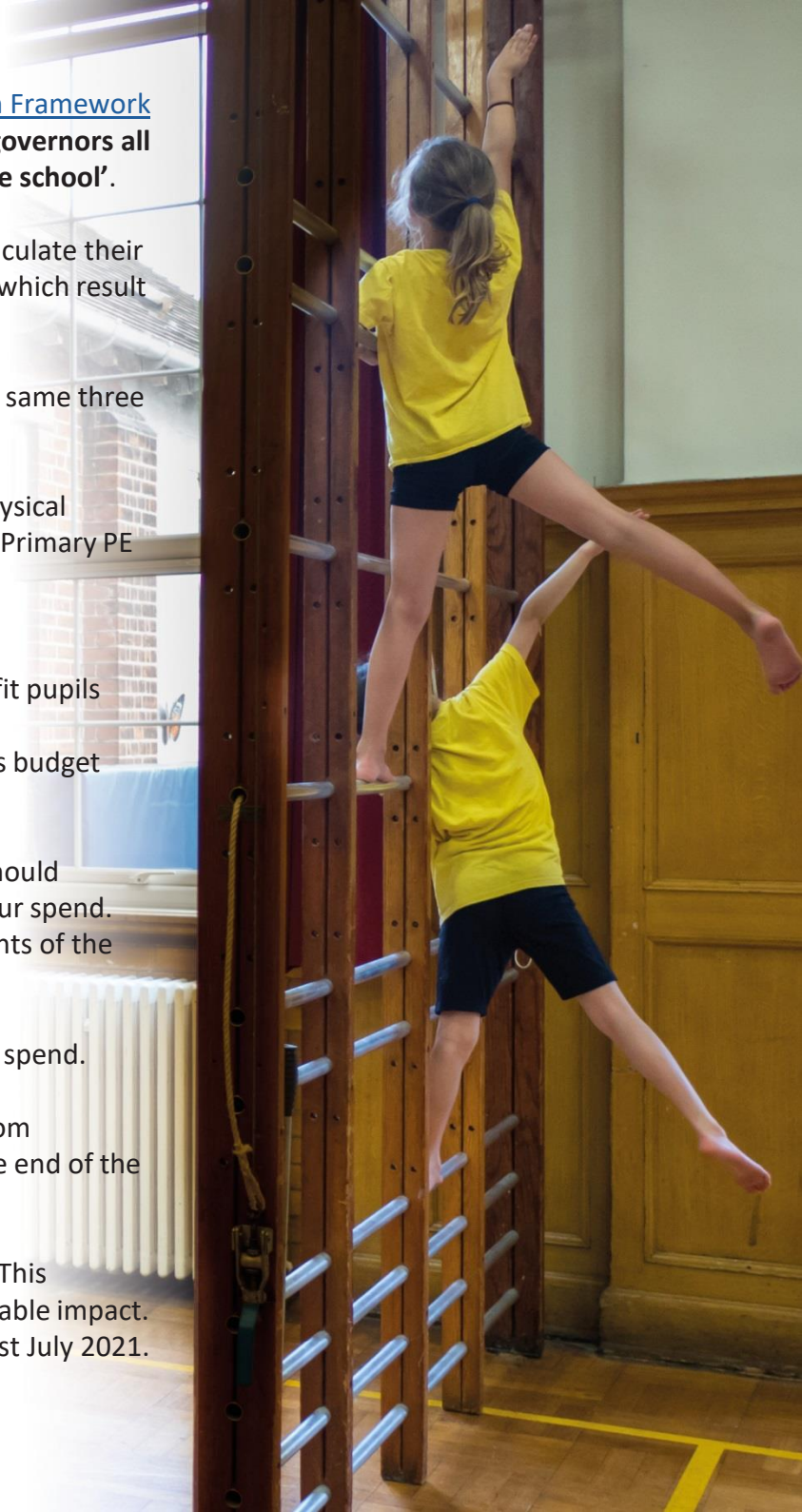
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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:
<p>Cherwell activators working with Key worker children</p> <p>Change 4 life club established</p> <p>Play equipment updated and sourced to be covid safe.</p> <p>Staff release to enable children to attend sporting events and staff training</p> <p>Attended NOSSP festivals up until lockdown</p> <p>Staff CPD linked to Chance to Shine programme</p>	<p>Continue to use PE mentor to embed good and outstanding PE lessons across the school and across all taught PE topics</p> <p>Increase sport participation and activity, in particular post lockdown – through active breaks and lunchtimes, active lessons</p> <p>Implement the use of PE across the curriculum to ensure that children are more active throughout the day. Focus on the development of Gymnastics post lockdown.</p> <p>Upskilling lunch time supervisors to ensure children achieve 30 minutes of activity at school.</p> <p>Develop role of play leaders (Year 5 and Year 6).</p> <p>Develop use of outdoor learning. (Land opposite school)</p> <p>Embed healthy eating and lifestyles (through healthy eating policy).</p>

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

Total amount carried forward from 2019/2020
+ Total amount for this academic year 2020/2021
= Total to be spent by 31st July 2021

<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>	
<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>	91%
<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>	91%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%
<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 – Due to covid restrictions in pool openings.

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: £17860 + £6978 carry forward		Date Updated: July 2021	
Key indicator 1: The engagement of all 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: 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:
Increase sport participation at break and lunchtimes, in particular post lockdown	Classes to have allocated lunchtime and playtime toys/games so that children are continuing to be active over the sessions they are outside.		£261	Children have been more engaged with physical activity during break and lunch times. They can be seen using the equipment.	Organise lunchtime/breaktime games within bubbles to encourage more active sessions during these times. Train lunchtime supervisors and young leaders.
To increase activity and sporting values across the curriculum	To purchase active maths and literacy planning/programme (teach active) to sustain active lessons		£975	Active maths and English sessions run on children's return to school. This has had a positive impact on pupils, boosting confidence, self-esteem as well as increasing knowledge.	Teach active renewed for next year. PE mentor used to support teaching staff if required.
Increase activity levels of the children outside of school	Use of street tag app		Free	Christopher Rawlins ranked in the top 3 across two terms. They won £150 in prize vouchers for their endeavours.	Further engagement with Street tag.
Buy sipping ropes for each child.	Skipping ropes purchased for all		£164	Every child had a skipping rope	Year 6 to leave their skipping

	children.		purchased for them. They keep them at school to use a break and lunch times.	ropes for the next cohort of children.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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:
Healthy eating workshops run for all children from year 1-6.	Educate children on the importance of eating a healthy and balanced diet. Also Looking at all the other aspects surrounding a healthy lifestyle (being active, drinking water, sleeping, socialising and minimising screen time).	Part of PE mentors salary	All children engaged with the workshops where they discussed and experienced practical ways of staying healthy. They made fruit kebabs and gave really positive feedback to teachers.	Run workshops again next year.
Skipping workshop ran for all children.	Children should participate in a skipping workshop.	£285	Children feedback that they really enjoyed the experience. Some had not skipped before so also learnt a new skill that they could continue at break and lunch ties, as well as at home.	Run the skipping workshop again next year. Invest in more skipping ropes for break and lunchtime.
The profile of PESSPA to be raised across the school with a focus on healthy lifestyles.	PE coordinator to have an hour a week to liaise with PE mentor to drive forward PESSPE and healthy lifestyles initiatives.	£1300	Programme of daily activities timetabled and run during and post lockdown. Healthy eating workshops timetabled and delivered Healthy eating and Wellbeing weeks delivered. A range of sports days run in the Summer term	Continue to raise activities and support at playtimes and reinstate Level 1, 2 and 3 competitions. Implement Healthy Eating Policy. Increase the number of clubs offered post lockdown.

			SSCo delivered team building and multi skills days. Resources sourced and purchased.	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				46%
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:
To increase staff's confidence, knowledge and skills in PE teaching	<p>School have received a PE mentor from NOSSP. CP worked with newer/less confident members of staff working on planning, team teaching and modelling high-quality PE lessons.</p> <p>CP has worked alongside the PE mentor to look at; training lunchtime supervisors, working with children around being active and playing cooperatively and healthy eating policies.</p> <p>Mentor will support PE coordinator with completing Sports Premium evidence and spending.</p> <p>Mentor offering support with PE coordinator role and responsibilities.</p>	£7193	<p>All teachers benefitted from working alongside the PE mentor during the summer term. He worked with all classes during the recovery curriculum (Before easter).</p> <p>He also worked with and alongside lunchtime supervisors and SLT.</p>	<p>-Regular check-ins with mentor</p> <p>-Reintroduction of the mentor in future years for newer members of staff</p>

Purchase complete PE SOW	Use complete PE SOW to ensure consistency of taught activities for all year groups. Lessons will help ensure high quality lessons prepared for all classes.	£1080	Staff have fed back to the PE coordinator that they enjoy using the SOW. They have commented that it has made teaching more enjoyable.	Purchase Complete PE SOW for next academic year. Use the assessment aspect to track children across the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
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:

Additional achievements:				
Train all staff in cricket delivery in order to offer a higher quality of cricket provision.	Staff trained by Chance to shine in cricket delivery.	£180	Teachers were given resources and increased confidence to deliver high quality cricket sessions.	Resources used again next year.
Handball club introduced.	Member of staff introduced handball club. Equipment required.	£	Children really enjoyed this new club and want it to continue next year.	Club to continue next year.
Children increasing levels of fitness and stamina through a range of activities and games	Cherwell Youth Activators working with children across the school.	£50	Children and staff have a range of games and activities to do at lunch and during active breaks. Fitness levels of children are increased.	Look to use this programme again but with a different focus group and a new range of activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
To continue to be part of the NOSSP To give all children the opportunity to compete during the academic year – This year has been virtual.	All children to compete in classes in a virtual competition provided by NOSSP and fitness challenges set by PE mentor.	£2000	During lockdown most children accessed either the fitness challenges (they posted results) or engaged with virtual competitions. This had a positive impact on fitness levels and engagement once children returned.	Next year the hope is for more competitions (virtual & physical) to happen. All children to experience competition next year!
Run Level 1 (in school/class) competitions at the end of each PE topic Class teacher to set up and run competition once a term (6 during the academic year)	Class teachers to set up and run competitions and/or showcases so children can celebrate their achievements and showcase their talents	Free	Class teachers have run level 1 competitions (when in school) ensuring children have a taste of competition within their bubbles.	Next year all classes will run level 1 competitions with PE coordinator checking these are completed at the end of each topic.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	

Moving forwards 21-22

Continue to fund and subscribe to SOW

Teach active	£1200
Complete PE	£1500
PE Mentor Salary	??
Non Contact time for PE coordinator	£1300
Membership to NOSSP	£2200
Revamp of Gym equipment and training	£6000