

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](#) (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:
<ul style="list-style-type: none"> - Covid safe Daily mile has been a success throughout school, with classes using outdoor and indoor spaces to promote active lifestyles. - Another year of PE lessons provided by Active Tameside - High quality lessons that had been adapted to be covid safe. - New, on-site Orienteering course has been set up around the school grounds, with high quality maps printed and a programme of learning for the pupils. - Super engagement with online PE lessons during the shutdown. School videos were popular with the families at home and children in all year groups participated in the home challenges. - Whole school took part in local Willow Wood Bunny Hop challenge where we raised a fantastic amount of money and children completed a fitness challenge on the School field. 	<ul style="list-style-type: none"> - Increase parental engagement in PE and School Sport (post covid restrictions) - Continue to support and improve school staff knowledge for teaching sport and health lessons. - Tracking system for children attending sports clubs (investigate school sims system)

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

YES/NO * Delete as applicable

Total amount carried over from 2019/20

+ Total amount carried over from 2020/21

= Total carry over to 2021/22

<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>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>	62%
<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>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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

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: £19,600		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: 10%
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:
	<ol style="list-style-type: none"> PAS lunch time multi-sport sessions. Teachers to raise the profile of the DM in the classroom and on school social media. Audit of current equipment and order to increase stock or replace broken resources. 	<ol style="list-style-type: none"> Cost covered by other sports funding. £0 Daily mile ran by staff in school. £3000 	<ol style="list-style-type: none"> Number of lunchtime behaviour incidences have fallen and more children were active during the lunch hour. Improved participation reported by staff and children. Classes were able to provide equipment for all the pupils in class during lessons and extracurricular activities 	<ol style="list-style-type: none"> Training for lunchtime staff to take over when PAS funding expires. Creation of challenge cards to motivate and show progress. Continue to monitor equipment for breaks and losses. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
<ol style="list-style-type: none"> Use of school social media to raise the profile of sport with staff and parents. Continue to promote daily mile as a tool in maintaining fitness. Teachers are part of Active Tameside PE Lessons and have a positive view of School sport. Use of Google Classroom to provide PE lessons and fitness challenges in the home during lockdown. 	<ol style="list-style-type: none"> Increase the use of Facebook and Dojo to send pictures and messages about sports and health to parents, carers and staff. Daily mile is to be completed in each class up to 5 times a week with the emphasis of 15 minutes of continuous movement. Teachers and other staff are present during PE lessons, watching the high quality provision and then feedback to the class on progression. To create school videos of staff teaching PE and fitness lesson that families can access at home during the lockdown. 	<ol style="list-style-type: none"> £0 £0 £0 £100 	<ol style="list-style-type: none"> Parents, carers and staff are now more informed about in school and out of school sporting success, with many comments and interactions made on posts. Most classes took part in the Daily Mile each day, with staff reporting many were enthused to participate. Teachers and other staff were able to feedback to the children on positive progression with physical skills. They were also able to advise on next steps for pupils. Pupils were able to access the online lessons and practise a range of skills both new and previously taught. 	<ol style="list-style-type: none"> Continue to use the social platforms to raise the profile of sport and PE in school. Links to other sports clubs will also be added to the media platforms. Continue the progress and develop a reward or progress card so children can challenge themselves. Continued school staff involvement in PE lessons along with access to the Active Tameside lesson plans so staff can replicate high quality lessons. To continue to post new videos and direct families to access them at home. 	

Created by:



Supported by:



More people
More active
More often.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				60%
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:
<ol style="list-style-type: none"> 1. Begin a partnership with Active Tameside to come into school and provide high quality PE lessons from year 1 to year 6. 2. Teachers are present during Active Tameside PE lessons to witness high quality PE lessons. 3. Teachers access Active Tameside lesson plans to provide high quality sessions and provide children with next steps. 4. PE equipment is available and well organised for easy access. 5. Implement the Active Tameside assessment proforma to assess progress and ability. 	<ol style="list-style-type: none"> 1. Make links with Active Tameside and begin working with the coach. 2. Teachers to be present during the Active Tameside lessons and actively involved in the lessons and participate in the high quality provision. 3. Teachers will be given the login details to the Active Tameside lesson plans. 4. The PE shed will be regularly cleared out and organised so equipment is ready for use. 5. Active Tameside coaches will use their carefully designed assessment tool to monitor progress for all pupils 	<ol style="list-style-type: none"> 1. £10,623 2. £0 3. £0 4. £500 for staff allocation and resources. 5. £0 	<ol style="list-style-type: none"> 1. The partnership with Active Tameside has been a great success. Pupils have engaged with lessons and made excellent progress across the 2 key stages. 2. Staff were involved in lesson and had access to the lesson plan so have continued to develop good PE teaching practise. 3. Teachers were able to access the portal and see lesson plans. It provided them with ideas and further learning for pupils in their class. 4. Equipment was ready for coaches and staff to use when necessary. 5. Staff were more aware of pupil progress when equipped with the assessment grids provided by the coaches 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
<ol style="list-style-type: none"> 1. Ensure school has the correct equipment to teach a wide range of sports and activities. 2. Widen the range of sports on offer in PE lessons and after school clubs. 3. Develop links with external sports clubs to continue sports out of school 4. Installation of onsite Orienteering Course to give pupils access to mapwork and experience a new sport. 5. Bikeability course for years 5/6 to increase cycle safety knowledge. 	<ol style="list-style-type: none"> 1. Audit of current equipment and order to increase stock or replace broken resources. 2. Look at the local HPSP competitions and provide sports related to the calendar. 2. Assess what sports provisions are not available and look at ways to include them. 3. Speak with sports clubs and develop links with Active Tameside to direct children to external providers. 4. Pupils experience the sport of orienteering in a safe and controlled environment. 5. Organise through the HPSSP a date for Bikeability trainers to come into school and teach the level 2 course. 	<ol style="list-style-type: none"> 1. £3000 2. £2000 for equipment. 3. £0 4. £1000 5. £100 	<ol style="list-style-type: none"> 1. A wider range of equipment is now available including greater provision for the physically impaired children. 2. We were able to offer a wide range of sports and are in the process of arranging for more external providers to be involved in the school. 3. Active Tameside sports were advertised on the school media platforms and there was interest expressed in other local sports provision. 4. Installation was successful, however due to covid we have been unable to have the training session and organise a launch of the course. 5. 24 children participated in the level 2 course and have gained both a certificate and knowledge in how to stay safe when cycling in the community. 	<ol style="list-style-type: none"> 1. Continue to monitor stock of equipment and re-order if necessary. 2. Continue to assess the provision and provide opportunities. 3. Continue to build links with other sports providers, plan taster days and monitor expressed interest from families. 4. To organise the staff training post covid restrictions and full staff in school. 5. Run the course again in the next academic year and investigate if more children could participate.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				10%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
<p>1. More intra-sports in the school PE lessons.</p> <p>2. Online PE provision for whole school for Lockdown/Isolation periods.</p> <p>3. Membership to HPSSP for the year.</p>	<p>1. PE lessons will involve a competitive event most lessons.</p> <p>2. Children can access a range of fitness and sports challenges while in the home environment.</p> <p>3. Membership for entry to intra school competitions in the High Peak Area.</p>		<p>1. £200 for staff allocation.</p> <p>2. Funds already accounted for.</p> <p>3. £1900</p>	<p>1. PE lessons had more competitive edge to them creating excitement between the pupils.</p> <p>2. Pupils were able to access the online lessons and practise a range of skills both new and previously taught.</p> <p>3. Pupils and staff are given access to sports competitions and links to sports clubs.</p>	<p>1. Continue to competitive sporting events in PE lessons, include a reward for extra effort and/or success.</p> <p>2. To continue to post new videos and direct families to access them at home.</p> <p>3. Continue Sports partnership next year in the hope more sporting competitions can happen.</p>

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