

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](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. **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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19530
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19530
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19530

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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	School swimming was unable to be taught due to the leisure centre closing in January and not reopening during the 2020-2021 academic year.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	69%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	29%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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:	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:
				14%
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 the role of sports leaders to include more children involved in activities at lunchtimes and to develop leadership skills of the young leaders.	Sports Leaders to run virtual competitions with support at lunchtimes.	£600	Sports leaders were not able to be utilised in 2020/21 due to the school requirement to have bubbles. However, training of Yr 5 children continued so that they can be sports leaders for the academic year 21/22.	For 21/22 the Yr 6 will be deployed in the new playground system to run age appropriate games. They will also be asked to formally apply for the job and be interviewed, this is in line with our Skills for Life programme – preparing them for the world of work.
Continued development of active learning in curriculum with a view to children being more physically active and encouraging different learning styles to be used.	Work with staff on developing plans/lessons on active learning. Use of demonstration/coaching lessons with PE coordinator. Revisit active schools planner to check activity levels in school day have improved.	£1700	Active learning slots were an integral part of our recovery curriculum at the start of the academic year and on children's return in March. We identified that children had not been as active and this approach increased activity levels. Academic progress rates were in line with those seen prior to the pandemic.	This will be continued throughout 21/22 in line with whole school/PE development plan

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Further develop healthy lifestyles in children by encouraging initiatives such as Move It Boom, park and stride/cycle to enable children to have as many opportunities to be physically active as possible.	Continue to use initiatives from local authorities to promote healthy lifestyles and activity. Further develop the active travel plan with Blaby District Council and Leicestershire County Council. Work with parents to encourage walking etc. to school from further away to aid congestion with avoidance of new parking restrictions.	£250	With one way systems in place until the end of the academic year 20/21 and the use of cycle /scooter racks not being available, nor the local initiatives from the councils, this target will need to be moved across to academic year 21/22. However contact has been reestablished with British Cycling and a short programme of balance biking was received for EYFS and Yr 1 at the end of 20/21 with a new programme timetabled for the whole of 21/22 to include Go Ride for Yr 5 which will enable more Yr 5/6 children to cycle to school. The cycle safety course will also be resumed in 21/22	Balance Bike and Go Ride to be started in 21/22 Cycling Road safety to be re-established 21/22 Move it Boom to be re started in 21/22
More children reaching the end of KS2 swimming target to ensure they are safe in water as well as increasing activity levels.	Continuation of Yr 6 children not reaching target to be 'picked' up in summer term 2.	£250	Swimming did not restart in 20/21. However, water safety was taught as part of our Skills for Life curriculum and children were able to demonstrate an increased awareness of water safety.	A new swimming catch up programme will be introduced with all year groups from Yr 4 – 6 having at least ½ term swimming in 21/22. The lessons will be longer in duration to allow for 'catch up'

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
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:
At least an additional 20% of children are participating in after school activities or competitions.	Increase the profile of PE and Sport through monthly PE newsletter to all parents – including participation, successes and opportunities. Twitter feed of events and outcomes	£2200	Clubs started in the summer term of 20/21 with 50% of the children taking part. Uptake was particularly high in KS1. All clubs offered were operating at full capacity. A postponed Yr 5 badminton competition was held in July with Millfield becoming county champions for 2021	A yearly plan will be developed in line with competitions and festivals available from HBSSPAN as well as other organisations. Increase KS1 clubs so at least 1 is offered every half term. Outside coaches will be used where needed.
Children's enjoyment/understanding of learning impacted through active learning	Questionnaire of children to ascertain if they can remember what skills have been taught/consolidated through active learning	£500	Progress data for the year groups who participated regularly in active learning shows that they were in line with previous, non-disrupted, academic years rates.	This will be continued throughout 21/22 in line with whole school/PE development plan

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				53%
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:
Children are confident in using the assessment tools in place. Their key skills are improved and are developed over a sequence of lessons.	Continue with termly coaching of teachers – specific focus on linking key skill to content of lesson and to clear assessment so that all lessons are at least good with at least 30% judged to be outstanding. Teachers use knowledge of key skills to be achieved to proactively guide children to improve in and over a sequence of lessons	£7780	With all teachers teaching their own PE lesson once a week, all teachers received coaching sessions with either the PE specialist or the PE coordinator during March – July 2021. Through this coaching all children now use the self-assessment tools and know where they are and where they need to get to. Data shows that gym and dance attainment fell over 20/21 but games remain stable. This is due to the improved understanding of how to assess (through the coaching sessions) and more rigorous assessment by teachers.	During 21/22 academic year there will be further whole staff and bespoke individual coaching CPD with both the PE specialist and the PE coordinator, focusing on gym and dance.
Children experience greater quality of lessons leading to higher levels of achievement.	Develop use of experienced HLTA and PE trained class teacher as additional support mechanisms in addition to PE coordinator. Also use of the sessions through Leicester University being used as a CPD tool for staff in school.	£2500	PE trained class teacher now supporting PE specialist as the new PE coordinator. Increase in coaching sessions due to an increase in school capacity this has resulted in an increase in children being active in lessons and lessons being better matched to the age and ability of the children.	Leicester University PGCE sessions will restart at school giving further opportunity for CPD for staff

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
To engage with and enable more children to take part in PE both within and beyond the curriculum.	To maintain and further develop the range of sports offered within the curriculum by: <ul style="list-style-type: none"> • Reviewing curriculum, establishing links with external clubs and qualified volunteers. • Purchase equipment and resources to allow for new sports to be taught. 	£500	Clubs were limited in 2020/21 due to Covid-19 restrictions. However, when clubs were reestablished in May approximately 50% of the children accessed one or more clubs.	A yearly plan will be developed in line with competitions/festivals available from HBSSPAN as well as other organisations. KS1 will have an opportunity for more clubs. Outside coaches will be used where needed.
To identify children not engaged in physical activity and offer more inclusive opportunities enabling those children to become more active.	To continue to work closely with SENDCO to identify children and develop opportunities	£250	Covid-19 restrictions limited the scope for this but SEN children who were less active during the school closure period were identified for a virtual Boccia competition	In partnership with the SENDCO develop a register to ensure all less active children have opportunities to be involved in a range of sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:
Children's skills improved and confidence to compete is built	Continue with dedicated slot in timetable for competition squads to be coached /practice.	£2500	Due to the limited number of competitions due to Covid-19 this time allocation was utilised for coaching of teaching staff. In June the coaching slot was used to train the badminton squad – they went on to win the county final in July 2021	This will be continued throughout 21/22 in line with whole school/PE development plan
More children have opportunities to represent the school in inter school, hub, area and county competitions.	Identify a wider range of sports to compete in. Continue liaising with local network of schools and organise a wider range of competitions. Extend B and C teams competitions with virtual competitions and where feasible in HBSSPAN events. Transport costs – hire of mini bus and coaches.	£100	Competitions at lunchtime were not possible due to Covid-19 restrictions and the requirement for bubbles. There was a very limited number of competitions organised by the HBSSPAN.	The number of competitions on offer from HBSSPAN has decreased for the academic year 2021/22 but there are more opportunities for younger children to take part in festivals. School will increase participation in competitions.
All children from Yr 1 - 6 will compete in at least 1 competition a year through virtual competitions.	Continue virtual competitions at lunchtime	£400	A virtual boccia competition was entered into as part of the virtual summer games 2021 and Year 5 Badminton competition. Limited scope to enter more competitions due to Covid-19	Register for school representation and increase number of inter and intra competitions.

Signed off by	
Head Teacher:	Pete Wood
Date:	9/7/2021
Subject Leader:	Sam Gorman
Date:	9/7/2021
Governor:	Leanne Lee
Date:	9/7/2021