

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

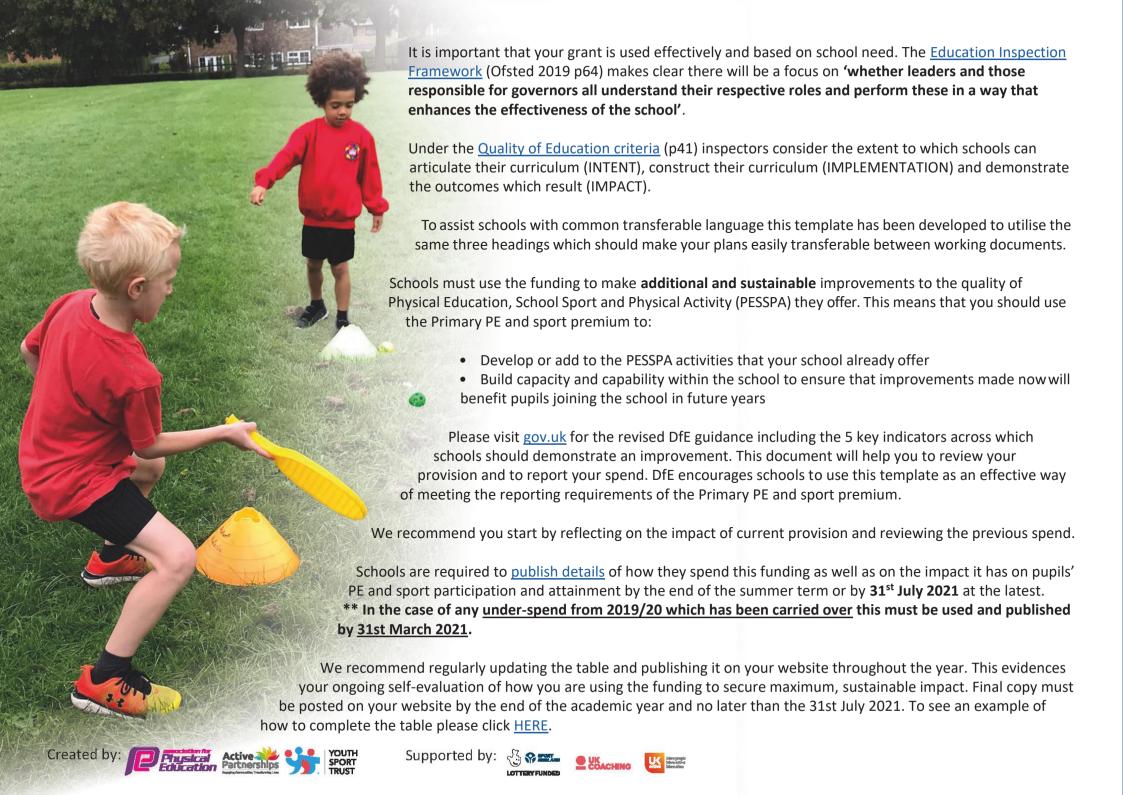


Department for Education

Created by







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:
Increased participation in competitive events with other schools Development of quality of teaching of PE through staff training and resources associated with RealPE curriculum Increased participation at after school clubs Increased range of after school clubs available to all children Further opportunities for deep water swimming and learning additional swimming skills Increase in pupils' awareness of importance of regular exercise through use of activity monitors	Children carrying on active lifestyle at home Further increasing pupil participation in extra curricular activities Increasing engagement in inter-school competitions Providing catch-up swimming for those who have not achieved the standard Ensuring equipment in school and at home is sufficient, and of sufficient quality and condition, for the children to maintain a high level of daily activity Widen roll-out of use of activity monitors

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

If YES you <u>must</u> complete the following section

If NO, the following section is not applicable to you













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 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated: 24/03/2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
Key Indicators 1 & 4				£1139
Intent	Impleme	ntation	Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
To improve children's gross motor skills and core strength through a wider range of regular physical activity	Enhancement of range of large-scale equipment designed to build core strength and agility	£1139	Equipment due to arrive March 2021	Long-term investment in equipment, broadening pupils' experience of a range of activities offered to all.











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.	
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.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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

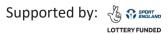
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £16590	otal fund allocated: £16590 Date Updated:01/10/2021		
Key indicator 1: The engagement of				
primary school publis undertake at i	east 30 minutes of physical activity a c	aay in school		21%
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 pupils' appreciation of exercise on health, challenge themselves and work as a team to extend exercise levels	Widen provision of activity monitors for all children in Year 2 to Year 6, have daily update linked to personal best and team challenges, use of data to support maths and English work.		Pupils aware of importance of exercise and how to monitor and improve on their activity during the day. Data used to develop maths skills	Set daily targets to become part of weekly awards assembly, developing whole school awareness
All children should develop their gross motor skills through regular, structured activities at home and at school gaining enjoyment from acquiring and improving on a range of sports skills	core bank of equipment for children to use in school or home (Bean bags, skipping rope, quoits, tennis racquet	£2500	Skipping has become a daily event for many children following school reopening, plenty of quality equipment for children to take pride in activities, staff aware of events and challenges to make playtimes more active	Ensure all children encouraged to use their own bank of equipment regularly to develop their range of skills at playtimes and when at home.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22%
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:
	Develop staff expertise and resource bank to implement Positive Playtime approaches, increased opportunities for personal and house/class team challenge and competition and as focus in before and after school clubs, including reflection time		Children who were in school throughout the year continued to develop co-operation and teamwork skills as well as bank of	More work, and staff training, to be done to ensure those children most affected by lockdown and 'bubbles' are taught how to play a range of games and sports in a healthily competitive way.













Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				22%
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:
Provide all staff with access to a wider range of PE teaching resources, with training, to encourage development of basic skills, balance and co-ordination Buy in professional coach to provide staff development opportunities in team sports	RealPE at Home, give staff training and roll out to all staff. For RealPE		Pupils developing skills in components of movement, gaining a clearer understanding of the elements of movement and balance which can be put together for a wide range of sports School staff developing confidence in general PE teaching as well as skills in specific sports, group management, activity design etc. Strategies used in PE sessions also now used in playtime games	to develop bank of knowledge and skills in a range of areas (Dance, Gym etc.) and fundamental movement approaches until they are confident to design their own schemes of work based on these resources. Continue with this approach whilst funding allows, enabling different members of staff to gain expertise from the coach.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			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:











Additional achievements: Enable all pupils to try out and develop skills in a range of athletics events in addition to building their stamina for running	and run-up CPD for staff to deliver range of	£500 supply costs	and after school athletics club; opportunities for all children to experience bespoke equipment to enhance skills.	Regular maintenance of equipment to aid longevity CPD to be rearranged List of suggested equipment to be carried forward
	Purchase of equipment relevant to age of pupils to achieve the above	_000	CPD postponed	
	age of pupils to achieve the above		Equipment purchases postponed to	
			following year	













Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocation:
				21%
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:
Encourage all pupils to engage in competitive sport (within a restricted range this year) with Intra and Inter school events	Buy into the support offered by local SGO Encourage all children to take part in Koboca Challenges during school closure – monitor participation	£1500	Pupils took part in challenges when school was closed to most children, some at home, most in school. Useful external competition generated some thoughtful discussion about PE, team work etc.	Further competitions to be developed with collaboration schools Annual programme of intra school/inter-house competitions to be drawn up
Budget for resumption of interschool face to face competitive events, including staff costs, equipment and transport	Use of HLTA to organise school participation in a wider range of events, monitoring data of participants including protected characteristics, putting measures in place to widen groups of children taking part	£2000	Wider events still limited; school signed up for MoveIt week.	

Signed off by	
Head Teacher:	James Stanford
Date:	Sept 2020
Subject Leader:	James Stanford
Date:	Sept 2020
Governor:	Vanessa Lucas
Date:	Sept 2020











