

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:
<p>Impact of sports coach on children across school – both on access to high quality PE and high quality extra curricular PE.</p> <p>Impact of sports coach on staff across school - developed knowledge of outdoor PE.</p> <p>Positive attitudes towards PE and physical activity across school.</p> <p>High profile events, that are enjoyed and well-remembered – such as Sports Day.</p> <p>Good uptake at extra curricular sports clubs.</p>	<p>Further increase in subject leader knowledge across the PE curriculum, developing subject specialists. This will then lead to increased consistency in PE teaching and therefore children’s experience of PE across school.</p> <p>This is a two year target and will also be on next year’s sports premium plan too.</p> <p>Sports Coach impacting on quality of indoor PE teaching.</p>

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

Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

From March 8th, we introduced the additional.

	Intended to impact	Cost
Two additional lunchtime clubs run by our sports coach (2x one hour; clubs for four year groups)	To increase extra curricular physical exercise opportunities across school.	£1000
Additional reception PE led by our sports coach	To develop quality of PE teaching by teachers and TAs working alongside sports coach.	£1000
Additional nursery PE led by our sports coach	To develop quality of PE teaching by teachers and TAs working alongside sports coach.	£1000
Additional Year 6 weekly competition slots led by our sports coach	To increase participation in competitive sport.	£500

The underspend now is costed at: £1350

Previous Academic Year	Total fund carried over: £1350			
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£1350
Inte nt	Implementati on		Impa ct	
To increase extra curricular physical exercise opportunities across school.	Two additional lunchtime clubs run by our sports coach (2x one hour; clubs for four year groups)	Carry over funding allocated: All	<p>Uptake</p> <p>Pupil Voice</p> <p>Lunchtime clubs are very popular. No register kept, however feedback has been between 30-40 children attending daily.</p> <p>"I enjoy keeping fit at school."</p>	Potentially sustainable – dependent on other aspects of sports coach role.

<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.</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</p>	<p>All Year 4 children at Oswald Road go swimming once a week. Please see our results below.</p> <p>Academic Year 2016/2017 Swim 25m – 82.41% of pupils achieved Swim with a range of Strokes – 20.87% of pupils achieved Safe Self Rescue – Requirement not delivered</p> <p>Academic Year 2017/2018 Swim 25m – 84.61% of pupils achieved Swim with a range of Strokes – 49.45% of pupils achieved Safe Self Rescue (Shark Award) – 82.41% of pupils achieved</p> <p>Academic Year 2018/2019 Swim 25m – 89% of pupils achieved Swim with a range of Strokes – 83% of pupils achieved Safe Self Rescue (Shark Award) – 83% of pupils achieved</p> <p>Year 6 pupils as of end of summer 2020, would be the academic year 17/18 results.</p>

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>See above</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>See above</p>
<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>	<p>No</p>

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: 2021/22		Total fund allocated: £ 21,279		Date Updated: September 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>					<p>Percentage of total allocation: £8000 36%</p>
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:
Increased amount of free after school clubs to allow for further engagement	All sports coach clubs after school to be offered free.	£5000	<p>Uptake Pupil voice</p> <p>Autumn 1: 80 Autumn 2: 96</p> <p>Spring 1: 80 Spring 2: 79</p> <p>Summer 1:</p> <p>Multisports 1 and 2 - 20 Multisports 3 and 4 - 20 Multisports 5 and 6 - 19 Girls' Football - 18</p> <p>Summer 2:</p> <p>Multisports 1 and 2 - 20 Multisports 3 and 4 - 20</p>		

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<p>To provide further physical activity throughout the school day within the classrooms</p>	<p>Continued use of Joe Wicks Youtube exercises in class</p> <p>Continued use of Super Movers</p>	<p>N/A</p> <p>N/A</p>	<p>Multisports 5 and 6 - 18 Girls' Football - 12</p> <p>Pupil voice</p> <p>"We do yoga either by following videos or our teacher. We also did meditation recently that included lots of games that involved movement. In Year 3 we did a times tables dance game. We also do the daily mile- that makes me feel really tired!"</p> <p>"Sometimes we do yoga that we watch on the whiteboard, that is fun! We also do 'wake up, shake up' when we have been sitting down for a long time. We shake our arms and legs and stretch our bodies and it makes me feel nice and fresh again. We can also have a bit of fun doing it."</p> <p>"I like to do push ups, star jumps and jogging on the spot. We also do 'wake up, shake up'. We also do dance videos, we follow them on the screen"</p>	
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<p>To continue to develop lunchtimes, with further range of physical activity.</p>	<p>Zones to include: sports zone, running and chasing, traditional games, Top Sports and Activity Zone</p>	<p>£1000 (some cost also in PPG)</p>	<p>Pupil voice Observations Pupil Voice</p> <p>Work in progress. Rights Ambassadors working with children across school and Lunchtime Team. Spend secured for the outcome of this work for resources.</p> <p>July update: all zones have been organised with children's input, working with the RR team, lunchtime organisers and Lunchtime Lead. Signs designed and sourced, equipment sourced.</p>	
<p>To develop more physical activity opportunities at playtime.</p>	<p>Purchase of resources to keep stocks replenished.</p>	<p>£500 (some cost also in PPG)</p>	<p>Observations Pupil Voice</p> <p>In place. Two TAs also have led playtime games when on duty earlier in the year as part of Fit for Learning SIP.</p>	
	<p>Play Leaders to be further trained and observed to develop more opportunities for physical activities during lunchtime.</p>	<p>£500</p>	<p>Observations Pupil Voice</p>	

	<p>Play Leaders calendar drawn up and led on by UPS teacher. Overseen, reviewed and meetings with UPS teacher.</p> <p>Play Leaders – as above</p> <p>School Improvement Plan focus for two staff members</p>	<p>£500</p> <p>As above</p> <p>£500</p>	<p>Pupil Voice</p> <p>Observations Pupil Voice</p> <p>Feedback for SIP Pupil Voice</p> <p>Play Leader pupil voice: "We set up games and we ask our year group if anyone wants to play them, then we either split them into teams or we just run the games. I've enjoyed seeing other people play the games and how they show their skills and how they react."</p> <p>"We learnt how to become Play Leaders partly from our PE lessons with Kieran, and we also get specific training with Kieran on other games we could do. We lead games like hockey, football and dodgeball. We get training every other Monday in a new sport."</p>	
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			"The purpose of a Play Leader is to give the younger children something to do and gives children the opportunity to use the equipment from the shed that they wouldn't normally get to use at playtime. It has taught me how to control younger children with leadership skills, which not many people will have. We also get to use an electric whistle!"	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £1500 7 %
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 raise the profile of sports on a whole school level	Annual Sports Day held with activities including: sprinting, hockey, throwing, football and long jump. To continue to promote to ensure strong parental engagement. To continue to listen to pupil and staff voice to adapt as needed.	£1000	Pupil Voice Staff Voice Parental Voice "Well done on what was a really fun day for all the children and parents. Everything seemed to work really well and was well structured."	

	<p>To consider date of Sports Day to ensure all children are able to participate.</p> <p>To continue to liaise with SEND team to ensure all children can participate.</p> <p>To continue to source inspirational grounds for the event.</p>		<p>"I know it's a lot of work but it's always a day the children remember and the way you organise it makes it high profile, enjoyable and inclusive"</p> <p>"We loved it. It was a really memorable day for the end of Primary for our y6s."</p>	
<p>To raise profile of sporting events and participation in these</p>	<p>Continue to hand out badges to each child who has participated in sporting event (pupil voice – different badges per sport so can be collected)</p>	<p>£350</p>	<p>Pupil Voice Pupils still enjoy receiving badges</p>	
	<p>To post photos on social media, write newsletter articles etc to further raise the profile.</p>	<p>£150</p>	<p>Pupil Voice Parental Voice "When I see the news articles about me playing football in the school newsletter it makes me feel really good. I feel proud that I get to share what I do day-to-day and I feel like I can inspire younger children to do what they want to do."</p>	
<p>To raise profile of sport and physical activity</p>	<p>To celebrate different sporting events in assembly.</p>	<p>No cost</p>	<p>Pupil Voice Added to Monday virtual assemblies</p>	

	To offer active events as prizes Link to new behaviour system.	No cost	Pupil Voice	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£7000 33%
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 further increase subject leader knowledge of their subject areas, developing subject specialists. To provide a well-planned, well-sequenced curriculum for our children, that teachers can deliver with increased confidence.	<p>Work with curriculum specialist:</p> <p>Specialist plus teacher release to work further on curriculum progression.</p> <p>Follow up sessions with curriculum lead / Headteacher / teacher release</p> <p>Specialist plus teacher release to work on curriculum design</p> <p>Follow up sessions with curriculum lead / Headteacher / teacher release</p> <p>Specialist plus teacher release to work on teacher guidance</p> <p>Follow up work /teacher release</p>	<p>£1000</p> <p>£500</p> <p>£1000</p> <p>£500</p> <p>£1000</p> <p>£500</p> <p>£200</p>	<p>For all of this section: Subject lead feedback Subject lead confidence Curriculum plans and progression documents</p> <p>Extensive work has been in place this academic year. Work with Curriculum advisor Release for subject leads Work with Headteacher Progression documents for outdoor games, gymnastics and dance Vocabulary mapping for outdoor games and gymnastics Working with EYFS leads for Physical Development and the progression within this into Year 1</p>	

	<p>Work with Early Years team on progression from nursery / teacher release</p> <p>Work with specialist provision:</p> <p>Access to specialist training for inclusive PE teaching (gym and dance) – access for wheelchair users</p>	<p>£500</p>	<p>Long term mapping of each of the three areas. Further understanding of the swimming and outdoor adventure curriculum. Professional development on inclusive indoor PE teaching Staff meeting time Coverage documents</p>	
<p>To keep up to date with current PE practices.</p>	<p>Continue to attend cluster meetings with specific assessment agenda</p> <p>Share with PE team and Headteacher</p> <p>Information disseminated to staff as appropriate.</p>	<p>£800</p>	<p>Attended and ideas and knowledge disseminated</p>	
<p>To increase the lunch team's confidence in delivering physically active sessions.</p>	<p>To further train LOs on Top Sport activities :</p> <p>LOs to be further trained in Top Sports to develop more opportunities for physical activities during lunchtime.</p>	<p>£1000</p>	<p>Observations Staff Voice Pupil Voice</p> <p>"We play running games with the LOs, like tag and hide and seek!"</p> <p>"I like playing with the LOs, we play football. They're really</p>	

To begin to develop staff confidence in teaching of indoor	Sports Coach to begin to work with teachers whilst they are delivering indoor PE	Not costed in this plan – to be developed further next year and costed if model is viable	good at it, even better than me, and I'm really really good!" Staff Voice	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£1000 5%

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 range of activity by children engaging in sports led by Play Leaders	Play Leaders rota clearly in place. Overseen by TLR holder Briefings and training in place	Costed above	As above	
To increase range of activity by children engaging in a range of sports and activities weekly	Sports Coach in place to deliver high quality sessions for our children, engaging them in a range of sports and activities.	Full cost of sports coach (not added to total cost)	Pupil Voice "It makes me feel happy as I love learning new things so I can do them on my own"	

<p>To ensure there are enough resources to allow for each sport to be taught effectively</p>	<p>Liaise with sports coach</p> <p>Purchase any necessary resources</p>	<p>£500</p>	<p>without help. I love learning anything to do with sports.”</p> <p>Staff Voice</p> <p>“Very happy with equipment stock, although a few things could be refreshed:</p> <p>Essential:</p> <p>New bibs</p> <p>New cones</p> <p>New tag rugby set</p> <p>1 electric pump.”</p> <p>Spend approved</p> <p>“Yes, we’ve got lots of equipment – we can do a big range of sports. For indoor PE, my favourite game is dodgeball, we’ve got all the cones, benches and balls we need.”</p>	
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<p>To develop our links with external agencies and organisations to give our children further opportunities.</p>	<p>To continue to promote opportunities outside of school</p>	<p>No cost</p>	<p>N/A</p>	
<p>To ensure our children who excel in this area are targeted and gain encouragement, opportunity and challenge.</p>	<p>Continue to ensure our specialist PE coach knows our children's abilities well and encourages our strongest children to participate in wider opportunities and competitions.</p>	<p>See below for transport costs</p>	<p>Staff Voice Pupil Voice</p> <p>XXX said in relation to his recent competition abroad with Manchester United "I felt blessed to meet and see other people abroad supporting United when we played".</p> <p>XXX responded in relation to his experience at Manchester United "I feel blessed to represent United and I really enjoy the training".</p>	
<p>To ensure all children, including our vulnerable children, get access to a range of physical activities</p>	<p>Ensure we give children opportunities available</p> <p>Provide a free sports clubs (see above)</p>	<p>Specific club per term for PP is costed in PPG report</p> <p>Free sports coach clubs for all, costed in above section</p>	<p>Uptake analysis</p> <p>Waiting list system put into place.</p> <p>Summer 1 ran with a maximum of 5 on the waiting list; summer 2 with a maximum of 3</p>	

	<p>Club lead and PE lead analyse attendance of clubs, including group information.</p> <p>Use of this information to specifically target children to attend.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£4000 19%
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 engaging in a range of sports and activities weekly, developing skills to use in competition.	<p>Sports Coach in place to continue to deliver high quality sessions for our children, engaging them in a range of sports and activities.</p> <p>Sports Coach to develop skills that the children transfer when involved in competitions</p>	Full cost of sports coach: (not added to total cost)	<p>Pupil Voice</p> <p>“It’s good to have something to work towards and to win.”</p> <p>“We’re prepped with tips – e.g. for football - don’t be afraid to tackle and how to get around people. Our coach gives us help to make us more confident.”</p> <p>“The PE coach tells us to just enjoy the game and stay focussed but the main thing to do is to stay focussed.”</p> <p>“We’ve been told to work as a team. I also do lessons outside of school and the teacher has taught me how to do tumble turns where we flip over and push off from the wall.”</p>	

<p>Children being involved in cross class / phase competitions</p> <p>Developed skills for competitions via specific teaching.</p>	<p>Lead competitions as appropriate</p> <p>Linking to skills and sports practised over the half term, a competition is led for any children who want to be involved.</p> <p>Excitement developed via announcing results on tannoy etc</p> <p>Children being enabled to further build their skills. Continuation of work already started</p>	<p>£500</p> <p>No added cost</p>	<p>"We get tips on dribbling and passing, it's good to learn the techniques ahead of matches."</p> <p>"Netbusters is really fun, we have a premier league professional coach."</p> <p>Pupil Voice Staff Voice</p> <p>Pupil Voice Staff feedback</p> <p>Pupil voice above</p>	
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<p>Access to competitions is supported</p>	<p>To continue to increase the number of competitions the children can access in a range of sport</p> <p>Staff involvement in competitions after school</p>	<p>£3000</p> <p>£500</p>	<p>Analysis of competition access</p> <p>Boys football league 2nd Girls football league 2nd Boys futsal (semi-finalists) Girls futsal (quarter finalists) Tag rugby (Inspire league which was set up for beginners. We took a year 5 group this year) Basketball (mixed team of boys and girls, Inspire league) Dodgeball (Mixed team of boys and girls, Inspire league) Hockey (Mixed team of boys and girls) Athletics (Reached city wide finals, finished 4th overall) Cross country (Won district, qualified for city wide finals and made the Regional finals) Swimming gala (girls got to finals; boys knocked out in heats)</p> <p>"I have been part of the boys' and girls' swimming gala, the girls' swimming plate, skateboarding club and I do swimming lessons outside of school. I used to do gymnastics too."</p>	
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			<p>“I’ve done lots of football after school and the basketball tournament”</p> <p>“I’ve been in the Girls’ Football and the Athletics Team”</p> <p>“The basketball competition was at a high school – we won every game and the competition was based on sportsmanship.”</p> <p>“I like the competition part of it, we’re 3rd in the league and they’ll be handing out medals for things like the 1st team that wins, greatest attitude, most improved player, I hope I win one.”</p> <p>“It’s good to work as a team because when we put all our skills together, it makes a really good team. My teammates and me are all pretty good swimmers so we got to the final of the girl’s competition and it felt really good.”</p>	
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Signed off by	
Head Teacher:	D C Howard
Date:	September 2021
Subject Leader:	L McDonagh, C.Davis, K.Bentley
Date:	September 21
Governor:	FGB approved intended spend: July 21 Full plan: FGB September 21; Resources committee October 21