

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:

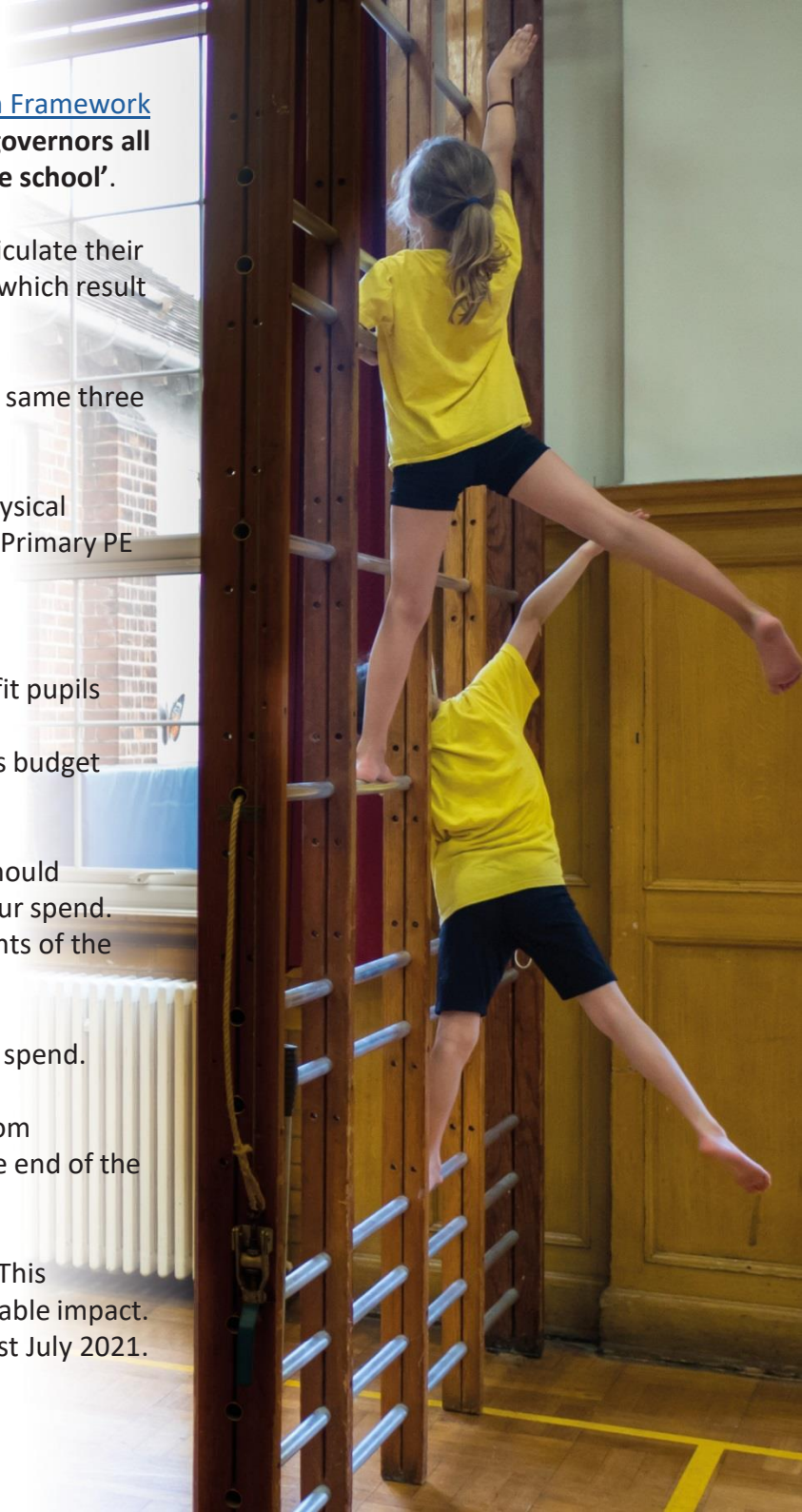
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](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 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"> - Introduction of new intraschool sport competitions including class and house events. - Introduction of a Sport and Wellbeing Committee which involves nominated representatives from every year group who meet regularly to discuss how to improve these areas. - Use of a local private swimming pool to improve swimming provision by offering longer sessions and smaller group sizes. - Introduction of regular PE meetings with other Catholic schools to share ideas and best practice. 	<ul style="list-style-type: none"> -Return to whole class festivals and inter-school competitions as this has been unable to take place this academic year. -New children in year six to complete the Sport Leaders Playmaker qualification and run activities at playtime to ensure children are all active at playtime. This award has been unable to take place this year and is vital to ensure children are combatting the inactivity of lockdowns. -Continue to support teachers in embedding the new PE and PSHRE schemes of work as these were both new purchases this year and were impacted by remote learning.

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

YES/NO

<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>	75%
<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>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes/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: £18,967.11	Date Updated: 12 th 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:
				54%
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 ensure playtimes are active and engaging for all KS2 children.	<ul style="list-style-type: none"> - Speak to KS2 children about what elements of an adventure playground they would find appealing and why. - Compare three different quotes of adventure playgrounds. - Present options to the finance committee and decide best value option. - Install a new adventure playground. 	£2731.70	<ul style="list-style-type: none"> -All children interviewed were very positive about the new adventure playground. -KS2 are all excited for their turn on the adventure playground. Also, identified children who were not active before are now keen to use the new equipment. -Promoting active playtimes will help to ensure children are active for at least 30 minutes a day (during school hours). 	<ul style="list-style-type: none"> -To improve the KS1 adventure playground to ensure active play is promoted for all younger children in the school. - To continue talking to children about their likes/dislikes when improving equipment. -To ensure the KS2 adventure Playground is cared for and maintained.
To improve swimming provision and the number of children who leave primary school being able to swim 25m.	<ul style="list-style-type: none"> - Liaise with local school for private hire of their pool. - Employ an external swimming coach to lead swimming lessons. - Upskill members of staff in their swimming teaching 	£2000 £675	<ul style="list-style-type: none"> - Using a local swimming pool, has enabled children to walk to and from lessons and avoid travelling on a coach. -The locality of the pool and use of a supply teacher has enabled children to swim in smaller 	<ul style="list-style-type: none"> -To continue to embed new swimming provision by now including more classes in the school. -Progress of children in swimming has improved and I am hopeful this will show

To promote active travel to and from school.	<ul style="list-style-type: none"> qualifications. - Train staff in water rescue. - Purchase equipment and resources to support lessons. - Employ a supply teacher to cover classes who are swimming to allow longer lessons for all classes. 	£181.31	groups, have longer swimming lessons and less time missing of other lessons.	impact in future number of children achieving 25m by the end of year six.
		£4173	-Staff have developed their skills and confidence in teaching swimming.	
	<ul style="list-style-type: none"> - To aid children in understanding how to travel to and from school in an active manner and stay safe. 	£420	<ul style="list-style-type: none"> -Children in years three and four were able to complete the level one of bikeability training to develop their basic skills in riding a bicycle safely. -Children in years five and six were able to complete the level two of bikeability training to develop their understanding of how to ride on a road safely. 	<ul style="list-style-type: none"> -Children were excited to complete the bikeability training and spend time being active. -More children have started travelling to and from school by bicycle.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

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 promote a healthy lifestyle including taking care of our mental health.	<ul style="list-style-type: none"> - Create a 'wellbeing committee of children from every year group to help generate ideas to develop the whole school approach to the teaching and learning of mental health. -Plan a health/wellbeing week with the committee. - Create a fitness challenge 		<ul style="list-style-type: none"> -Children in the wellbeing committee were very proud of the day they organised. There were a range of activities such as yoga and going on an afternoon walk which broadened children's understanding of ways to stay physically active. -The fitness challenge was a great 	<ul style="list-style-type: none"> -To continue to have a wellbeing committee that help create whole school events. -To look into fitness

	<p>with the other PE leads in Catholic partnership.</p> <ul style="list-style-type: none"> - Run our own whole class festivals in school using planning from the DCHS Sport Partnership. 	£1350	<p>success and children across schools enjoyed the challenge as well as developed their cardiovascular fitness. This was an important part of tackling inactivity after the lockdown period.</p> <p>-Although it was disappointing not being about to complete festivals at local secondary schools, the formats and plans meant that children were all able to still experience whole class festivals and stay active this year in school.</p>	<p>challenges/festivals with other schools in the Catholic partnership.</p> <p>-To return to whole class festivals with other schools in the DCHS partnership.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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 ensure PE and health is a priority in school development.	<p>-Use a teacher assistant to help with sport admin. This role would include helping to co-ordinate and organise the different sports events the school is taking part in regularly and track the children's sporting participation.</p> <p>-PE co-ordinator to continue to ensure that as a school we have an inclusive approach to all areas of</p>	<p>£1225</p> <p>£2004</p>	<p>-Having the teacher assistant helped to prepare resources for whole class festivals now taking place in school and for new external sport coaches used this year. Without this dedicated time, the festivals may not have been able to take place.</p> <p>-This year, the PE co-ordinator spent time looking into alternative</p>	-Continue to use sport admin time to track participation, prepare resources and support PE co-ordinator.

	health including physical activity -Purchase a new scheme of work to enhance PE lessons. -Purchase a new PSHRE scheme which includes lesson about health such as taking care of our bodies, eating healthy, mental health etc. -Train teachers in using both new schemes of work effectively on an inset day.	£1773.75 £680	provisions to ensure children were active within restrictions. -Both new schemes of work were well-received by teachers and improved the confidence in delivering high-quality PE and PSHRE lessons.	-Continue to monitor and evaluate PE and PSHRE lessons and provide training on any areas required by the staff.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%

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: Use external sport coaches to provide a broad range of sports.	-Speak to teachers and children about different sports they would like to experience this year. -Ensure all classes have at least one external coach to provide new sessions alongside teachers. Make sure coaches train teachers in leading these sessions so they are sustainable for years to come. -Provide a range of afterschool sport clubs including netball, football and new athletics club.	£945 £109	- Four classes received basketball coaching this year. - Four classes received cricket coaching this year. - Two classes received football coaching this year. - Four classes experienced archery sessions this year. -Teachers worked alongside the coaches to develop their own skills and confidence in leading the sessions. They enjoyed the experience and are keen to try	-Speak to staff and children to find out with sports they would like to continue/try new next year. -Liaise with staff and external coaches to arrange further curriculum and extra-curricular sessions next year. -Ensure lesson plans are accessible to all staff who may require them in the future. -Look into the possibility of

			more new sports next year.	lunchtime clubs.
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Key indicator 5: Increased participation in competitive sport				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 provide opportunities for intraschool competition.	-Create a Sport Committee to generate ideas for different inter-house and inter-class competitions. -Use year six leaders to help organise and run intraschool competitions. -Purchase new equipment for the events.		-The sports committee enjoyed creating ideas for the school and were proud of their role. -The year six leaders helped to run a brand-new cross-country event for all classes in KS2. -The sport leaders also ran a new inter-house cricket festival for year five. -Sports Day provided another opportunity for the whole school to take part in an inter-house competition. -Children all enjoyed the inter-house competitions and would like to experience more events next year.	-To continue to use a sports committee to generate ideas for intraschool competitions. -To continue to use year six sports leaders to run intraschool events and next year return to organising activities to promote active playtimes. -To return to inter-school competitions in a range of sports.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	