

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4,131
Total amount allocated for 2020/21	£20,381 (16, 250) (16,179)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4204
Total amount allocated for 2021/22	£16, 240
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20, 444

Swimming Data

Please report on your Swimming Data below.

<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>	NA – infant school
<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>	% NA – infant school
<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>	% NA – infant school
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% NA – infant school
<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 NA – infant school

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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:		
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: 59.2%	
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 all pupils in regular physical activity, with a particular focus on less active, PP children and SEND.	To maintain membership to the Harris School Sport Partnership: <ul style="list-style-type: none"> To be part of a strong network of local schools which will provide expertise, facilities and resources to be shared (including the use of boccia, disc golf and cricket equipment) We will be given regular updates regarding national PE and Sport issues from the Partnership manager We will have access to local competitions and festivals, applicable to the needs of our pupils These festivals include targeted groups of pupils such as SEN, girls in sport, disengaged)	£2835	Children have had access to a wider range of resources to improve their physical literacy. Accuracy in target games and stamina were seen to improve noticeably during monitoring visits. Engagement of children in PE was high, particularly in SEN children. During school opening, coaches from the SSP provided expertise in how children could be encouraged to build up their fitness, with emphasis on perseverance and learning how to collaborate with their peers. Teachers noted how the self-esteem of the children improved during PE lessons. The Harris SSP became virtual during the COVID lockdown and were able to offer sporting challenges and the	We intend to continue with our partnership, therefore providing further opportunities for children in the next school year. We intend to increase the number of events attended and the number of pupils attending each event.

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<p>The provision of outdoor learning will be enhanced, leading to children becoming more active throughout the day.</p>	<p>Maintenance of the wild garden, allowing active science lessons to be taken outdoors. KS1 outdoor classroom to be planned, resourced and set up. EYFS outdoor classroom enhancement and maintenance - climbing wall, replacement of damaged or worn materials used for active play.</p>	<p>£400 (2 days of staff time) £265 (contribution to equipment costs)</p>	<p>'virtual' Warwickshire school games for pupils to attempt whilst at home. They also provided a weekly video link which encouraged children to exercise with a coach they were familiar with from school PE lessons.</p> <p>Children have increased their activity levels in KS1 during lesson times from sedentary to light/moderate. Children in EYFS have spent more time engaged in physical activities in the outdoor area (dancing on the stage, using the loose parts to make obstacle courses, climbing)</p>	<p>Continue to inspect equipment regularly to ensure it is suitable for use.</p>
<p>That all children will take part in at least 30 minutes of physical activity in school per day in addition to PE sessions taught.</p>	<p>An additional adult will be in place during lunchtime to set out active games and activities. They will encourage all children, but particularly those children who do not take part in any after school sports clubs / SEND / PP, to take part in active games at lunch times. (This was increased to 2 additional adults to provide active play during COVID bubble restrictions)</p>	<p>£5902.13</p>	<p>This had become well established before COVID restrictions. Playground observations noted that children were active and enjoying the range of activities on offer. Pupil voice reported that children throughout different year groups were enjoying lunchtimes and the activities that were provided (see observation a pupil voice notes).</p>	<p>The playground leader who provided physical playground activities previously has left. Training will need to be provided for a new member of staff. (Offered as part of our SSP subscription)</p>
<p>To enable a range of PE lessons and physical activity to continue outside during COVID restrictions.</p>	<p>Purchase of an outdoor music / PA system so that PE sessions can take place outdoors due to Covid / bubble restrictions</p>	<p>£186</p>	<p>A range of PE lessons that followed the school curriculum and skills progression were able to take place outside for all children in school.</p>	<p>Consider uses of the music system to increase activity levels at playtimes and lunchtime to engage children, particularly less active groups.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2.5%
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:
Sharing training with staff on how PE is an effective tool to improve relationships, behaviour, confidence and self-regulation.	Disseminate information to staff on a training day. Improve the School progression of skills in PE to show how these learning behaviours can be improved through PE.	£200 (1 day subject leader time)	Staff have been observed praising these skills during PE. Children have been observed focusing on improving on their own efforts and learning behaviours.	Pupil voice to be conducted to see how children are responding to how learning behaviours can be shown/improved through physical activity. Continue to focus on perseverance, effort and teamwork over achievement or winning. Consider more ways that parents can be encouraged to be active with their children.
To ensure opportunities are provided for parents/carers to engage with and celebrate children's active efforts.	Encourage parents to access and join in with the home learning PE activities. Invite parents in to school for Sports day/Maypole Dancing. Trophies awarded at Sports day for the most sporting behaviour/most effort. Stickers given to all children competing to reward their efforts.	£0 Trophy included as part of the SSP subscription	Harris SSP provided home learning videos where all the family could join in. Parents were encouraged to help their children complete and celebrate physical activities during lockdown. Uploaded videos showed that some parents engaged in these sessions. Despite COVID restrictions, a sports day was held at school. Behaviour and teamwork were observed to be excellent from both classes. Several parents commented that they really appreciated the chance to observe and support their children taking part.	
To support and improve children's physical and mental well-being through physical activity during school closures.	Research the most effective, practical and impactful ways to deliver active learning and PE through remote learning platforms.	£200 (Subject leader time)	Many children engaged with the remote PE sessions, evidenced by videos being submitted and assignments being turned in. Parents commented that children enjoyed these sessions.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27.9%
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 the confidence of staff when delivering their PE sessions. To provide staff with a broader knowledge and understanding of the subject, therefore resulting in them delivering more effective PE lessons.	Continuing to be a part of the Harris SSP. Training on different areas of PE is provided by professionals who run the partnership, as well as training for PE leads on areas such as funding, curriculum mapping and progression of skills. Mentoring approach to upskill staff by teaching alongside a professional sports coach.	£4, 212	It has been difficult to assess the full impact of this due to school closures and COVID restrictions. Prior to lockdown, teachers were verbally reporting they felt more confident in how to deliver the curriculum. Support from specialist coaches has enabled the sports offered to children to be widened e.g. the use of street dance when teaching dance, leading to further upskilling of staff. Team teaching with sports coaches has built up teacher confidence and having an additional adult in the room has enabled further stretch and support for individual children.	Subject leader to baseline teacher's confidence with the new PE school curriculum plan both before and after support from coaching staff as a new unit is started each half term.
To ensure the subject leader is aware of the quality of PE provision in order to support, develop and enhance the offer to all pupils.	0.5 day lesson monitoring, 0.5 day pupil voice	£200		
Staff training in a wider range of sports.	Look for opportunities for training that reflects the interests of the children, e.g. racket sports, gymnastics.	£100 (staff time – free course)	Training completed (LTA Youth Sport Primary Tennis Teacher training). Activity resource cards stored with PE CPD materials. Staff member reported that they feel more confident in ways to deliver racquet activities in an age appropriate way.	Use the training to improve the balance and co-ordination of EYFS children. Consider staffing requirements to set up a lunchtime tennis club.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8.5%
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:
<p>Additional achievements:</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport</p> <ul style="list-style-type: none"> - Providing additional links to Community Sports Clubs - Children participate in festivals/tournaments held through PSP. - Increase opportunities for KS1 children - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. 	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>Review extra-curricular activities through pupil voice</p> <p>Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school</p> <p>Children to attend the extra-curricular clubs.</p> <p>School to enter children into sporting festivals/ competitions.</p> <p>Arrange a cricket taster session through 'Chance to Shine' (Links to sessions at a local cricket club)</p> <p>Links made with coaches and outside clubs –e.g. cricket (chance to shine) /dance</p> <p>Equipment continues to provide opportunities during break and lunchtimes.</p>	£1377 (after school sports coaches)	<p>During school closures sports coaches offered online learning links to encourage active lifestyles and building physical literacy. They were also used to support the well-being of children in school by leading active games during wrap around care.</p> <p>6 Reception children took part in after school sports clubs (42% - inc SEND and PP children)</p> <p>12 KS1 children took part in after school sports clubs (50% - inc SEND)</p> <p>A 'Chance to Shine' Cricket taster day was arranged and delivered to Reception and KS1. Children were noted to have high engagement throughout the day, particularly SEN children. All children in school participated and most commented how much they enjoyed it. Several participated in the cricket sessions at a local cricket club.</p> <p>14 children continued to engage with the 'All Stars' cricket course at a local cricket club. (Approx 40% of eligible pupils)</p>	<p>Subject leader to carry out a pupil voice regarding sports the children would like to see on offer in after school sports clubs during the first half of the Autumn term.</p> <p>Use this to compile a list of after school club activities for the remainder of the academic year.</p> <p>Ask the school council to canvas their class to suggest sports that they would like to experience as an after school club.</p> <p>Arrange visitors/tasters of a range of local sports.</p> <p>Analyse the number of children attending these clubs, including groups. Carry out a survey with parents in the Spring or Summer term 2021 to assess the impact of sports clubs on children's lives.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.9%
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:
All children throughout the school will experience a competitive sports day each academic year.	Extra staff brought in to enable sports day to be held in separate bubbles. Staff also assisted in ensuring children maintained social distance from the adults who were permitted to attend.	£100 (staffing)	Despite COVID restrictions, a sports day was held at school, with one parent from each family permitted to attend. Engagement was high and the children participated really well.	We intend to continue with our partnership, therefore providing further opportunities for children in the next school year.
All children in Key Stage One will have had the opportunity to take part in at least two competitive competitions by the end of their time in school.	Research and organise ways to engage in competition remotely and through virtual platforms due to COVID restrictions.	£200 (subject leader time to organise competition resources, delivery and results)	Children engaged in a virtual 'personal best' competition during school closures. Children also took part in the virtual 'infant agility' KS1 competition. All children in school participated (24 KS1 children), including SEN children (see scoresheet). The involvement in these competitions boosted their self-esteem and increased their resilience to taking part in such activities. It has also had a direct impact on their social skills in the playground as they understand that it is not always about winning and how to be gracious in victory and defeat.	PE leader to arrange sporting activities to take place, including an external visitor, for sports week 2021. Consider contacting Leicester Tigers, WASPS, Warwickshire Cricket and Coventry City. To be in place by February half term. School to take part in infant agility competitions offered when it is safe to do so.

Signed off by	
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Subject Leader:	Liz Wooldridge
Date:	21.7.21
Governor:	Natalie Heckford
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