

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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SPORT
TRUST



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>*Sports Relief Week- an exciting week where every day was linked to a different sport.</p> <p>*A high percentage of KS2 children participated in events and competitions before March 2020.</p> <p>*Competitions and events were still carried out through the Covid-19 lockdown.</p> <p>*Active lessons were planned for as part of the home learning.</p>	<p>*To enquire about a running track to fully benefit from our Active 30/30 Kellington KM.</p> <p>*To ensure play times and lunchtimes are run by staff offering games and competitions to ensure sports leadership within the classes.</p> <p>*To enquire about swimming and to set up a link with a nearby swimming pool.</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

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: £3919	Date Updated: Nov 2020		
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £3900	
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>* EYFS team to ensure the percentage of children achieving their ELG with 'physical development' is increasing.</p> <p>*Children to achieve over and above skills in their swimming lessons.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>*EYFS team to provide engaging provision that promotes child enjoyment to be involved.</p> <p>*Objectives to be clear in the provision to ensure the milestones are being targeted through quality provision and resources.</p> <p>*To work closely with the swimming teaching staff.</p>	<p>Carry over funding allocated:</p> <p>£400 for EYFS resources to be allocated.</p> <p>£2500 for both swimming and transport fees to allow children catch up swimming lessons due to the Covid-19 lockdown.</p>	<p>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?:</p> <p>Resources have been bought based on the need in the Early Years classrooms following discussions between SL and EY staff. Unfortunately, SL has been unable to visit/observe. Staff are aware of the impact of relevant provisions and are measuring the impact.</p> <p>High percentage 94% of children achieved ELG physical development.</p> <p>92.8% of children were able to swim 25 metres at the end of Year 6. (13 out of 14 children)</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>SL to work closely with EYFS team next year to ensure there is appropriate provision across EYFS to challenge and extend children's development</p>

<p>*CPD events to encourage staff to enhance or extend current opportunities offered to pupils.</p>	<p>*If the situation allows, funding to be set aside for the Summer term to allow staff to decide on where best to engage with outside providers. After-school clubs.</p>	<p>CPD- £1000.</p>		<p>CPD to be a focus for the next academic year to enhance the teaching of PE- we were not able to use CPD events due to Covid 19 restrictions. Pupil voice to be obtained early in the academic year.</p>
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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 2020.	92.8% children (13/14 children)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78.5% (11/14)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No data as this swimming session was missed de to covid
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?	Yes, for the children who could already swim 25 metres the premium was used to enhance their skills.

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: £16,100		Date Updated: November 2020	
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: 68%
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:
*High level of engagement to our Active 30/30 throughout school. *Children to understand their own level of fitness through the Active 30:30. * EYFS team to ensure the percentage of children achieving their ELG with 'physical development' is increasing.	- A running track installed for children to effectively complete the Kellington km. -All children to participate to their own level of fitness to show progress and their own personal best. *EYFS team to provide engaging provision that promotes child enjoyment to be involved. *Objectives to be clear in the provision to ensure the milestones are being targeted through quality provision and resources.		Running track and set up- £11,000. £400 for EYFS resources to be allocated. (carry over funding from 2019/20)	Running track has been used at least 3x weekly by all classes to enhance the engagement of Active 30/30 initiative. Children work on their personal best with a focus on their own fitness levels. See above for evaluation Enhanced outdoor area for Sunflowers (Nursery) to enable appropriate provision to achieve physical development	Consistent approach to health and wellbeing across school by using the running track as a basis for the golden km. This is a sustainable asset to our school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0%

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:

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
<p>*Promote increased levels of teamwork and leaderships within sports at playtimes and lunchtimes.</p> <p>*MSA training to ensure sports and competitions are being implemented at lunchtimes.</p> <p>*CPD events to encourage staff to enhance or extend current opportunities offered to pupils.</p>	<p>-MSAs to target children who are not engaging in physical activity.</p> <p>-MSAs to target children who need to improve sportsmanship and leadership skills.</p> <p>-SL to carry out training with MSAs to show them the resources and share ideas.</p> <p>*If the situation allows, funding to be set aside for the Summer term to allow staff to decide on where best to engage with outside providers.</p>	<p>MSA wages- £3145.</p> <p>CPD- £1000 (see from previous carry over funding).</p>	<p>MSAs have an understanding of how exercise/focussed games have an impact on learning in the classroom. Target children are identified and encouraged to join in with games.</p>	<p>This will be continued on to next year's action plan, where hopefully children will be able to mix across year groups in order for MSAs to support whole school.</p> <p>SL to continue this work with MSAs in the next academic year (limited in 2020/21 due to Covid 19 restrictions)</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
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>*To continue working with Andy Jackson and Stacey Howard to ensure as many competitions and events can be accessed in our school.</p> <p>*Children to be included in a range of sports to increase their level of participation.</p> <p>*Children to achieve over and above skills in their swimming lessons.</p>	<p>*SL to organise events with the SGO in school to promote the profile of sport being raised across school.</p> <p>*To fund any new equipment needed to be able to participate in the events.</p> <p>*SL to continue working towards evidence for new School Games Mark criteria.</p> <p>*SL to work towards gaining a link with nearby swimming pools.</p> <p>*Work closely with the teaching staff.</p>	<p>£1365 for Andy Jackson to come deliver our sports competitions.</p> <p>£500 for any equipment needed for the SGM comps.</p> <p>£2500 for both swimming and transport fees (carry over funding)</p>	<p>Andy Jackson has continued to work with the school to provide limited access to competitions, however we have not been able to attend outside events due to C-19.</p> <p>Whilst Stacey Howard has provided events remotely we have had little engagement however we have ensured children have access to a range of sports to increase their skills.</p> <p>Children attended Selby Leisure Centre and see above for impact.</p>	<p>Sustained links with SGOs to further improve competitive skills in our school moving forward.</p> <p>SL to work with Stacey Howard next year to ensure the new School Games criteria is evidenced within school.</p> <p>Profile of sport to be a target area for the next academic year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 to virtually participate in online competitions. *Both KS2 classes to ensure that a high percentage of participation is achieved to give children the opportunities.	*Undertake the training given by the SGO and organise competitions within school with other members of staff. * Attend PE network meetings and contribute the school grounds to any events taking place.	Funding for Andy Jackson as seen in KI4. £500 for any equipment needed for the SGM comps. K14	As above- Limited due to Covid	

Signed off by	
Head Teacher:	Helen Humphrys
Date:	Nov 2021
Subject Leader:	Jess Osborne
Date:	Nov 2021
Governor:	
Date:	