

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised May 2021

Commissioned by the
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
- 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 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.

<p>Key achievements to date until July 2020:</p> <ul style="list-style-type: none"> - Successful culture of participation - Inclusive sports taught in PE lessons - Daily exercise embedded successfully throughout key stage 2- a heavy expectation set on this due not being able to run after school clubs. 	<p>Areas for further improvement and baseline evidence of need:</p> <ul style="list-style-type: none"> - Continue with daily exercise - Implement use to PE Hub lesson plans throughout the whole school - Catch up swimming for year 6 - Swimming for year 5
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Total amount carried forward from 2019/2020 £3,101
+ Total amount for this academic year 2020/2021 £21,180
= Total to be spent by 31st July 2021 £24,281

<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>	<p>% Due to the unprecedented times, we are unable to provide this data for the Year 6 cohort.</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>Please see note above.</p>	<p>% Due to the unprecedented times, we are unable to provide this data for the Year 6 cohort.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% Due to the unprecedented times, we are unable to provide this data for the Year 6 cohort.</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: 2020/21	Total fund allocated: £ 24,281	Date Updated: 19.7.21	Percentage of total allocation: %
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			
Intent	Implementation	Funding allocated:	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:		Sustainability and suggested next steps:
High quality sports equipment for use during both indoor and outdoor PE lessons as well as clubs.	To continue to complete regular audits of PE equipment to ensure that equipment is in a good condition and accessible for all. For teachers to report any equipment that is not useable so that it can be fixed/replaced. More equipment needed due to COVID and not being able to share resources- time given in between use for cleaning.	£1,961	Audits on PE equipment to be continued to ensure that all PE equipment is safe and kept well. Children in KS2 to be in charge of their active year group boxes and ensure that equipment is collected in as given out and is counted regularly, looked after and in working condition.
5-a-day TV Subscription to provide active classrooms to meet the needs of 30 active minutes a day.	5-a-day TV Subscription	£268.00	Example: Teachers to explore free online resources such as Go Noodle, Joe Wicks and Just dance on YouTube- we will review whether we need to continue
			Evidence of impact: what do pupils now know and what can they now do? What has changed? More opportunity for all children in the classroom to be active during PE lesson, classroom lesson and enough equipment for break and lunch times too to ensure that children are active. Daily exercise routine was embedded within the school this year- equipment needed for this. Example: Pupils have been able to stay active in the classroom by taking part in the <u>30 active minutes</u> a day required especially when clubs have not been able to run.

Embed a want to participate in sports across the school.	Lesson plan for each year group and each sport to build upon skills. This resource is updated regularly.	£2,000	years therefore children gain confidence and ability.	
Update PE board regularly with achievements, upcoming events, pictures of tournaments – this year has been slightly different due to COVID. We have participated with the London youth Games- sending in each class score. We have updated the PE board to encourage all children to get involved and beat other classes, schools and boroughs. Letters made and sorted for clubs and for events.			More children getting active during this difficult period. Also sending these out as tasks during lockdown to ensure that children are staying as active as possible.	Hope to increase the desire for after school clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent 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:	Implementation Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?
				Sustainability and suggested next steps:

<p>Staff CPD in-school staff training to up skill members of staff and to increase their confidence to deliver high-quality PE lessons.</p>	<p>Using supply teachers to release class teachers for training with school-based PE specialist- this will be especially useful for next year when we are losing the PE specialist. We ensured that teachers from a range of different Key stages have a chance to spend time with the PE specialist in order to support the teachers in their key stage.</p>	<p>Please see above</p>	<p>Teachers have been introduced to sports that they haven't had to teach before such as Tri-Golf. Learning from these sessions were shared amongst staff with resources photocopied in order to support a variety of teachers.</p>	<p>Continue to share practices and new games with the whole school- particularly when teachers move year groups.</p>
<p>Delivering quality lessons to all pupils in every year group – ensuring that all children can access the lesson, learning new skills, enjoy being active and be introduced to new sports.</p>	<p>Subscribe to a whole school PE scheme which will help teachers to deliver high quality lessons. This scheme will share assessment tools, skills and knowledge, drills, games and rules as well as a lesson-by-lesson plan for each year group and each sport to build upon skills. This resource is updated regularly.</p>	<p>Please see above</p>	<p>Teachers feel more confident teaching PE and are experimenting with these new sports and skills to teach. Having this scheme embedded in the school allows pupils to build on from prior skills taught in previous years therefore children gain confidence and ability.</p>	<p>Embedding this scheme so that each year group uses the plans so that skills can be built on throughout key stages.</p>
<p>Squash coaching</p>	<p>Classes to receive sessions from a qualified coach. Teachers to stay in the hall/ playground during the lesson to observe lesson for future lessons.</p>	<p>£500</p>	<p>Teachers have the opportunity to observe and team teach with qualified coaches. This will increase confidence of skills, knowledge and teaching of that particular sport.</p>	<p>Increased staff confidence for teaching PE lessons. Practice of new skills and knowledge shared with other members of staff.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent		Implementation		Impact	Percentage of total allocation: %
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: Additional achievements:		Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Employment of high-quality experienced PE specialist to teach pupils and run lunchtime clubs. Embedding daily exercise to the school.		Having a PE co-ordinator has benefited the children massively. This PE coordinator has been able to successfully run COVID friendly lunchtime clubs by teaching one bubble at a time. PE coordinator has also taught daily exercise session to each class in the school before handing it over to the class teacher. She has come up with different activities fortnightly.		More children have been involved in new sports. Giving children the opportunity for more exercise especially when outside clubs have been closed due to COVID.	More clubs will be able to run again next year so more children will be involved as bubbles will not be necessary.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:		Impact	
%		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Intent	Implementation	Funding allocated:	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:		Sustainability and suggested next steps:
Children being involved in inter-school competitions against schools in Bromley.	We have tried to participate in as many competitions as possible this year. Due to COVID not many competitions have been able to run however we have been involved in as many competitions as possible for example Quad kids and football.	£1,200	Example: Pupils grew healthy competitive feelings due to their participation in football, Quad Kids etc... Pupils grew in confidence thanks to healthy competitions.
			More competitions will be able to run again next year and so we will hope to send children to compete more often.

Signed off by	
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