

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:

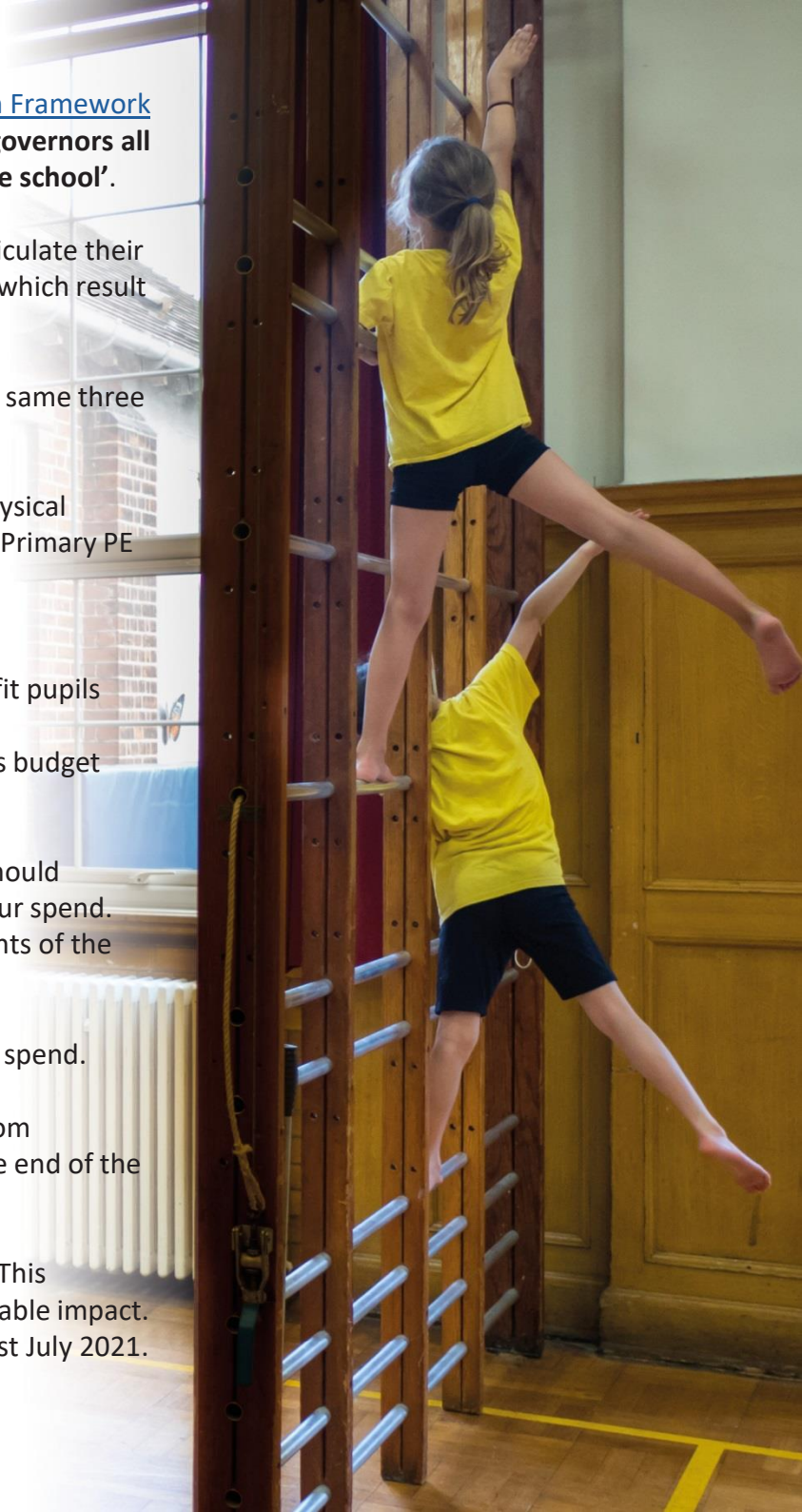
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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"> • Employment of a Specialist PE teaching assistant to deliver quality PE sessions and support staff in delivery of lessons. • Strong leaderships, shared vision with the PE teaching assistant • To organise clubs for children to attend after school in a variety of areas of sport. • Raise children’s self-esteem. Increase children’s fitness and health and self-esteem. Encourage competitive sport by attending a number of cluster tournaments. • Organising the opportunity for CPD for all staff using an orienteering map which we have bought into school this year. • Most classes taking part in active 15 every day to encourage regular physical exercise and children understanding the benefits of doing so. • Working with the community – local high school partnership is very strong and they offer their specialist PE teachers as part of CPD throughout the academic year • Wider range of extra-curricular opportunities are now provided at KS1 and KS2 following pupil voice surveys • Staff confidence in delivering of curricular PE as a result of team teaching with PE specialist. 	<ul style="list-style-type: none"> • Raise profile of PE further through whole school initiatives. • Further targeted CPD in those areas defined by staff survey. • Targeted activities at lunchtime for those pupils less engaged in physical activity. • Work with sport leaders within school to support within their class at break and lunch times • Organise and lead intra-school competitions • To attend most cluster tournaments throughout the school year • Expand the number of clubs available each half term • Ensure ALL classes take part in active 15 • Regularly monitor and audit the quality of teaching and learning in PE. • Monitor the number of pupil premium attending after school clubs to ensure disadvantaged pupils are encouraged to stay for extra curricula clubs or competitions.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No.

Total amount carried forward from 2020/2021 £14,104
+ Total amount for this academic year 2021/2022 £17,589
= Total to be spent by 31st July 2022 £31,693

<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>	31%
<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>	31%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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>	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: £31,693		Date Updated: 1 st July 2022	
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:
					%
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?:	
<ul style="list-style-type: none"> All children in school to access at least 30 minutes of physical activity per day. 	<ul style="list-style-type: none"> Improve outdoor provision in order to promote children to be more active. A broad range of different physical activities provided at lunchtimes on a daily basis to increase pupil physical activity. Autumn 1 – Forest School Autumn 2 – Quidditch Spring 1 – Golf (in Hall) Spring 2 – Skate Park Summer 1 – Grass Sledging Summer 2 – Running and Athletics (on a circular track) <ul style="list-style-type: none"> Playground equipment is available for Leaders to deliver their activities. Further specialist SEND swimming opportunities All children to take part in 		£8033 Actual spend	As a result of activities being available at lunch time children are active for at least 30 minutes per day. It has given them access to the new sports to learn new skills i.e. scootering.	
			£2000 Actual spend	Due to a change in timetable and focusing on other school priorities children have not taken part in active15 this year.	
				Sustainability and suggested next steps:	
				Continue to run a range of activities at lunch with a focus on sports leaders running some activities. To relaunch active 15 in the autumn term. Promoting after school clubs in school with a focus on activities from lunch times which have been well received. Purchase further equipment to continue to lunch time provision.	

	Active 15 during the school day			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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>To use sports to develop growth mind-set, social and emotional skills</p> <p>PSHE/ROAR sessions teaches children about the importance of physical health</p> <p>To use sport to motivate and engage learners and inspire to write text linked to sport.</p>	<ul style="list-style-type: none"> • A wide range of clubs available across school • Development of sport leaders across school • Attending cluster meetings with JMAT academy • Rotherham United • To form links with other JMAT schools 	<p>£1000</p> <p>Actual spend:</p>	<p>We have offered a range of clubs throughout the school year. Although we did not link with Rotherham United we used Pivotal Fitness across the summer term.</p> <p>Girls football team attended Rotherham Museum after playing in a tournament to see an exhibition focused around women's football.</p>	<p>Offer clubs which are linked to lunch time activities which we know children enjoy.</p> <p>Link with external agencies to provide extended provision with a professional coach.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Progression of PE and ensure breadth of skills across school through high quality teaching	<ul style="list-style-type: none"> Following staff audit teachers are targeted to work with PE Specialist/sports coach. Ensure staff have the resources to deliver high quality PE lessons. CPD for all staff on targeted area. To audit resources, maintain equipment and purchase new resources if required. Including Forrest school To improve the planning, teaching and assessment of PE lessons in school through the employment of a qualified sports coach Forest School Training 	<p>£17,160 Actual spend:</p> <p>£2000 Actual spend:</p> <p>£1000 Actual spend:</p>	<p>CPD for staff in targeted areas i.e. working with the sports coach and JMAT PE lead. This has been focused around ECT'S and RQT's.</p> <p>Audited resources throughout the school year and purchased replenished equipment needed to deliver high quality PE lessons.</p> <p>A member of staff has completed Forest school training this year with a view for other staff to use her expertise in the next academic year.</p>	<p>Continued CPD support from JMAT lead and sports coach.</p> <p>Complete an audit so that equipment is available throughout the school year and replenish where needed.</p> <p>Forest school training staff meeting for all support staff.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%

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>Increased participation in After School activities.</p> <p>Broader range of After School Clubs to encourage participation in sports</p>	<ul style="list-style-type: none"> Regular formal and informal pupil voice around clubs to offer at KS1 and KS2 Monitor participation in clubs. Ensure quality resources available for After School Clubs. After School Club Staffing 		<p>Pupil Voice completed to inform clubs for the following term.</p> <p>Increased participation as the year has progressed, particularly key stage 1 and upper key stage 2.</p> <p>Quality resources available for after school club so children who come tend to come throughout the school year.</p> <p>Staffing is led by familiar adults in school.</p>	<p>Continue to monitor children's preferences through pupil voice.</p> <p>Offer new/different clubs to engage more children in school, make use of external agencies to introduce new sports.</p>

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	%

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:
<ul style="list-style-type: none"> Increased participation in competitive school sports (focus on KS1). Competitions link to what the children are being taught in their PE lessons Increased number of 	<ul style="list-style-type: none"> Ensure we enter almost all cluster events (Focus on KS1) Run additional clubs throughout the school year (TA involvement) Compete in Rotherham united football competitions. Attend School Games activities 	<p>£500</p> <p>Actual spend:</p>	<p>KS1 children have not competed in competitive sport but KS2 children have throughout the year. From this, child have gained new skills and improved on existing skills.</p> <p>KS2 children competed in</p>	<p>Continue participation in competitive sport (Focus on School Games).</p> <p>Increase participation in KS1 for competitive sport (intra sport competition)</p>

disadvantaged children competing in schools' sports			Rotherham United football competitions. Intra school sports in PE lessons with our sports coach for upper key stage 2 children.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Jade May
Date:	1 st July 2022
Governor:	
Date:	