

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

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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

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:
<ul style="list-style-type: none">● All PE has been outdoor for the year 2020-21.● In 2019-2020 after school sports clubs were having a greater impact, more children were attending.● Daily mile was increasing participation in daily activity.● Competition within lessons more obviously planned for and carried out.	<ul style="list-style-type: none">● Staff questionnaire in the 2019-20 year raised lower confidence in teaching dance. Due to covid restrictions in place, our hall is not in use and so aim is to book dancing specialist to coach staff through delivery of high quality dance PE sessions.● Daily mile has been affected by covid due to classes/year groups not being able to mix. Classes have had responsibility for taking part in the daily mile themselves and has had some success with classes being aware of exercising regularly.● Competition across school an area for further development and has been impacted by covid closure and procedures.

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

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: £6361	Date Updated: 15/4/21			
What Key indicator(s) are you going to focus on? Key indicator 3, Key indicator 1 and key indicator 5					Total Carry Over Funding: £6361
Intent	Implementation		Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Chance to Shine cricket Coach: Increase participation of all pupils in class. Competitive element in sessions. Increased teacher confidence and knowledge in delivering cricket - providing them with quality coaching for future lessons.</p> <p>Quality equipment to replace old, damaged or lost equipment. Gym</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Actively involve staff directly with training in class situation. Rebook for a following year to allow other year groups the same opportunity/extend the opportunity given to current staff.</p> <p>Sports equipment purchase: Gym benches,</p>	<p>Carry over funding allocated:</p> <p>£150</p> <p>£2190</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>Pupil engagement and interest was very high seen in questioning and discussion with children. Their ability and skills has improved with the sessions and teachers are planning future sessions to continue this skill development for children. Some children have signed up to the All Stars cricket locally as a direct response from having the quality coaching in school.</p> <p>Quality equipment available for lessons.</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>Re-book sessions again with Chance to shine cricket as it provided quality coaching. Monitor effectiveness of delivery of cricket from staff involved and discuss impact of the additional training on their confidence and competence in delivering cricket.</p> <p>Equipment will be used year on year for quality lessons.</p>	

<p>benches were unsafe and needed replacing for quality gymnastic lessons. Other equipment essential to the delivery of our PE curriculum.</p> <p>Swimming Top Up sessions for year 6</p>	<p>Netballs, Uni-hock, athletics, bean bags, whistles, stopwatches, rounders equipment.</p> <p>Swimming sessions weekly for year 6 children to increase the % of children leaving school in year 6 being able to swim to National curriculum level.</p>	<p>£3128</p> <p>£893 - Used towards after school sports clubs in summer term (detailed below)</p>	<p>Increased engagement of all children including those who previously lacked confidence in the water.</p> <p>Increased skills, abilities and water confidence.</p> <p>Increased number of children reaching National Curriculum level.</p>	<p>Covid has impacted the timetable of swimming this year. Our current year 5 children are behind at being offered this opportunity this academic year and therefore next year, they will need increased sessions in the pool to be able to reach national curriculum level. Our aim will be for year 6 and year 5 children to be a priority for next year's swimming booking.</p>
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Swimming attainment for Y6 children leaving Selby CP by July 2020

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.	50% At end of summer 2020
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.	50 % At end of summer 2020
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	47 % At end of summer 2020
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50 % At end of summer 2020
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

Swimming attainment for Y6 children leaving Selby CP by July 2021

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.

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

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

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:
					%
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"> ● use equipment at social times to strengthen PE key skills. ● Social games taught to children to play without equipment. ● After school sports clubs to increase participation in sports across many different year groups. 		Organise equipment for year groups. Distribute ideas to teachers for games to teach children. Organise a range of sports clubs when covid policy and procedures allow for it.		Free 1260 Rugby lessons and Rugby after school (approx.) £1080 Multi-skills after school for 14 weeks	Difficulty implementing due to covid policies and procedures in place. Children are playing games more readily and independently from directed adult
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:

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:
<ul style="list-style-type: none"> ● Learn game play for different sports ● Increase participation in fitness activities for pupils ● Increase knowledge of how exercise affects the body especially in upper key stage 2. ● Teachers to feel confident to deliver the sports to the standard needed. ● Increase variety of ideas/strategies and skills amongst staff. 	Coaching for staff by qualified PE teacher in year 5 and year 6. Fitness and sports delivered by the coach to upper key stage 2.	£3500 Steve Morton (for year)	Targeted specialist teaching for children. Teachers more confident at delivering the curriculum. Y6 children feel more prepared for sports at secondary level.	

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:
After school sports offered to increase participation and provide access to a range of different sports. Pupils to gain greater knowledge of a range of games.	After school clubs to be booked when covid restrictions allow.	See above funding		
Increase range of sports offered in our curriculum for next academic year.	Review curriculum for 2021-22 to add in more opportunities for PE in each year group including more sports offered.	Free		
Greater focus on year 6 swimming to increase the % of children leaving year 6 being able to swim.				
Outdoor equipment to be updated or replaced to allow for more play at social times and for use in PE lessons - e.g. goals for shooting in netball and football.	Obtain quotes for equipment.	£5000 (approx - actual amount to be updated once confirmed)		

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:
Encourage children learning at home to participate in daily/weekly physical activity.	Advertise online virtual competitions for home learning (whilst school closed) In school, advertise virtual competition to teachers.	Free	Low uptake at home on the virtual competitions promoted from school.	
Increase competition within school.	Summer competitions between classes (without mixing of bubbles)	Free	Competition is being planned for within lessons but competition between children from across school to be improved.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	