

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:

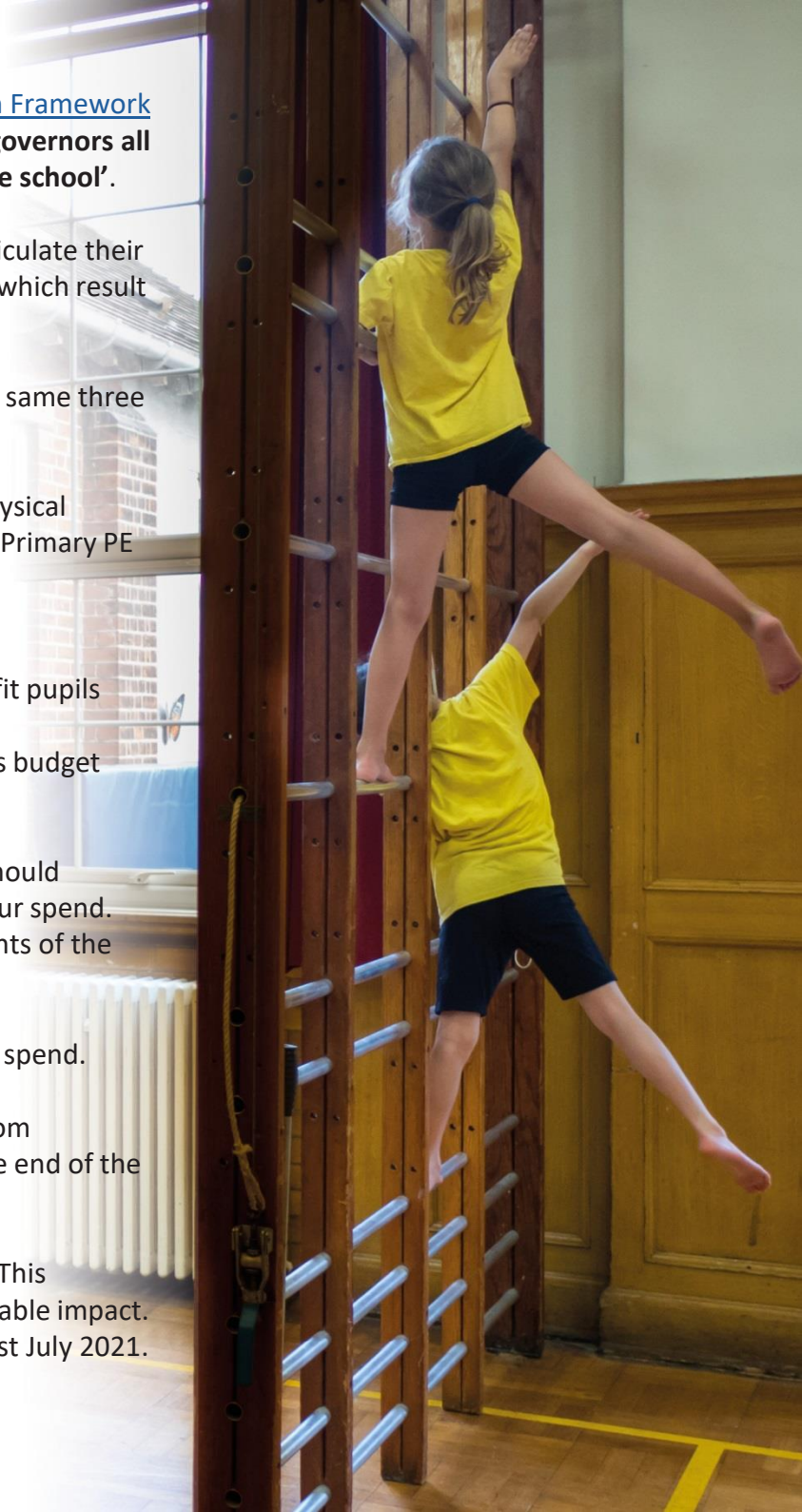
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](https://www.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:
Use of Espresso to deliver physical exercise opportunities for the children at home - P.E. sessions planned regularly into the home learning timetable. For the children who returned to school a programme of physical activities which could be carried out safely and in bubbles. Use of P.E. specialist to support teachers to increase teacher's confidence in planning and delivering P.E. lessons Use of P.E. specialist to increase dinnertime staff's confidence in engaging the children in physical games and activities.	Investment in resources for lunchtime and playtimes for Key Stage One children to participate in more active play. Outside are in the Foundation Stage has a lack of exciting opportunities for the children – investment to be made in a exciting quality outdoor resources. Use of Sports Premium to further enhance children's mental health and well-being. To continue staff training so they can confidently deliver high quality P.E.

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

Total amount carried forward from 2019/2020 **£0**
+ Total amount for this academic year 2020/2021 **£16,650**
= Total to be spent by 31st July 2021 **£16,650**

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 which you can transfer to the pool when school swimming restarts. 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.	N/A
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 2021. Please see note above.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	%
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/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: £16,650	Date Updated: 8-6-21	
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:
				6%
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:
- For all KS1 children to increase the amount of physical activity during breaks and lunch times. - To develop play and team skills through informal play opportunities - To develop Y2 sports leaders who are responsible for organising the games and equipment	- Renewal of whole school sports equipment and dinner/play time equipment. Establish structured activities at playtimes in order to increase engagement in physical fitness at playtimes. - Storage equipment and organisation of the new resources to enable the children to be responsible for getting out and using the equipment.	£800 £200		Once the new equipment is stored and organised in the outdoor store cupboard, a system of sports monitors to be developed. All resources to be accessible for the children for their independence with using it. Continue to add to the resources yearly to develop good choice of equipment for them to use. Develop zoned areas on the playground for organised sports games. Development of play leaders with the Y2 children to lead it. Development of use of TAs to lead games also for disadvantaged children or less actively engaged children.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				30%
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 be able to use technology to record and enhance performance in dance/gym in KS1 and through recording physical development skills in EYFS - To enhance the physical development and sensory regulation opportunities throughout the whole school environment - All children to take part in a physical development focused trip.	- New IT equipment for recording lessons and performances to raise the profile and share with others in the class for review. To include iPods and sounds system for the hall for dance music and yoga (linked with dance teacher and development of yoga) - Development of a new sensory pathway around school. Sensory trails through the building corridors, particularly focussing on areas where classes with greatest sensory regulation needs are based (but access for all). This will encourage and enable spontaneous exercise and movement breaks. - Plan and design a whole school trip which enables children to take part in physical activities which they are not usually accustomed to doing e.g. den building, bug hunting, countryside walks etc.	£1500 £3000 £500 for coach costs		Teacher to plan for regular opportunities for the children to use the iPods to record dance routines and use for peer on peer review. Music to be embedded with the dance lessons. Use of IT to enhance this. Better sound system in the hall will enable all children to hear the music more effectively and produce better quality dance routines. Development will also continue the link with the dance teacher for enrichment activities. Development of dance resources to accompany the music e.g. ribbons, poms poms etc The whole school sensory pathway to be used to encourage daily physical activity whilst moving around school. Classes to build in routines on their way through the corridor spaces. Sensory regulation/movement breaks planned in for children who need the movement or who are more reluctant to move. This to be a continued feature of out

				provision in school once the pathway is in place.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
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 to have access to specialist teaching for games and dance. - All teachers to observe/participate in these sessions to develop skills and use as CPD opportunities for teaching PE	- Employing a specialist coaches (Scunthorpe United Primary Stars) spend one day a week in school, with all classes to help raise attainment through PE but also helping to engage the whole school in sport. - Kimberley School of Dance lessons. Weekly street dancing tuition for all children in school	£6000		Teachers to begin to teach alongside the sports coaches to deliver high quality PE sessions. PE lead to review the PE schemes of work to develop following on from training. Investment in sound and recording equipment to enhance the teaching of dance. If funding allows, continue with some specialists coaching next year but focussing on a different area of the curriculum such as gym or athletics
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Additional achievements: - To introduce the children to yoga skills to support their well-being and recovery to formal learning post lockdowns. - For Y2 to successfully take part in swimming lessons and increase their confidence in the water. - For all children in EYFS (Reception and Nursery) to have access to good quality physical development opportunities – both in the inside and outside areas. - Children in EYFS to develop good fine and gross motor skills through development of PD resources	- Investment in a class set of yoga mats and yoga lesson resources for delivering across the school. - Y2 swimming lessons to be provided for all Y2 children in the summer term. - A large investment in resources to support the physical development of the children in the foundation stage. These resources are to be used on a daily basis to help improve the fine and gross motor skills of the children and to support the early learning goals. Resources to include a large-scale gravel pit, new bikes and trikes, obstacle course equipment, inside resources for spacial awareness and fine motor skills.	£500 £700 £3000		PE lead to observe some yoga sessions and offer suggestions for development. Consider other resources moving forward such as Yoga bugs or something similar to support development. Pupil feedback on yoga sessions. Pupil feedback on swimming lessons. Liaise with the junior school for impact of the lesson in Y2 on KS2 swimming – any impact? Continue to offer swimming for lifestyle development for our children. Audit of use of EYFS physical development resources – consider impact of the resources on fine and gross motor development. Increase opportunities and ways of using the equipment in new and interesting ways moving forward. Develop further areas within the outdoor space for physical development – including investigating/building shed space

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:
Not taken part mainly due to COVID restrictions				

Signed off by	
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Date:	14-7-21
Subject Leader:	G Greenwood
Date:	14-7-21
Governor:	S Hudson
Date:	14-7-21