

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:

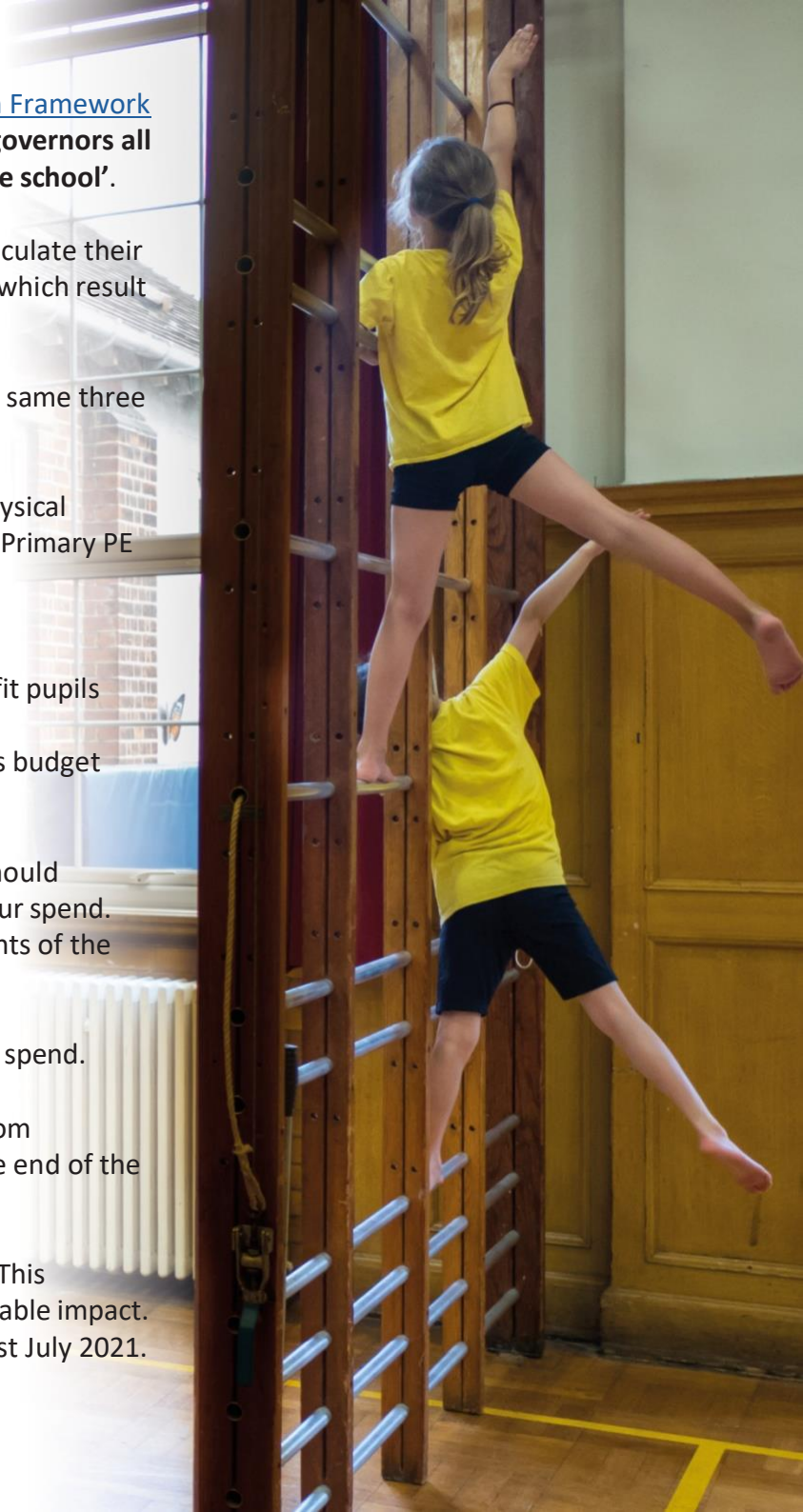
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Regular participation in inter school sports events within the wider community – SportActive, Barnsley FC. • Purchase of extra equipment for class bubbles during lockdown to ensure all children could participate in activities. • Sport lead daily lockdown challenge streamed live to all classes and children at home to participate daily in 30 minutes exercise. 	<ul style="list-style-type: none"> • Increased participation at after school activities. Due to covid restrictions after school clubs had to be reduced as operating in bubbles. • Increased participation at out of school clubs/hobbies – pupil voice and questionnaire. Our children do not access a range of activities available to them. Increase this awareness. • CPD coaching to upskill staff in delivering high quality PE lessons. Previously the school has employed a sports leader. This year teachers are delivering PE lessons.

Did you carry forward an underspend from 2020-21 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2020/2021	No
+ Total amount for this academic year 2021/2022	£18,020
= Total to be spent by 31st July 2022	£18,020

<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>	68%
<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>	43%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	34%
<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: £		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?:
To develop children’s understanding of healthy lifestyles Ensure as a school that all pupils are achieving their active 30 minutes per day of physical activity as a school		Employ a member of staff to provide cover for pupils to attend daily for healthy breakfast and physical games After school clubs on offer 4 days a week – a variety of sports for both Key stages. Delivered by teaching staff and HLTA.		£6000	Increase % of children attending breakfast clubs and after school clubs on offer.
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?:

To develop the use of adults in the engagement of physical activity in all parts of the day	Employ additional SMSA to provide additional capacity within school at lunchtime to allow children chance to engage in a range of physical activities including ball skills, skipping, den building, skittles etc. CPD coaching for SMSAs by sport leader.	£3000 £500 (resources)	Behaviour at lunch time improved due to children actively engaging in sports. Children will develop a range of skills and participate in new activities A range of equipment to be on offer for children to play with.	
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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:
PE is a priority area on the SDP this academic year. PE leader will coach all teachers strategies for effective teaching and learning in PE.	PE Leader to deliver CPD to staff and coaching support ongoing throughout the year. Model lessons and team teaching. All staff follow skills progression to ensure correct level of pitch and challenge – year group appropriate. Use of Team Active and sports coaches. INSET training session – all staff to attend.	£8000	High quality teaching and learning results in quality outcomes and achievement in PE. Children demonstrate skills in line with age appropriate expectations.	

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	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:

consolidate through practice:				
<p>Additional achievements: Work with the local community to deliver a variety of workshops to broaden the experience for our children: Dance – variety of styles. Skateboarding Scooter workshops Football coaching Martial Arts</p>	<p>SPARTS week wb 18th October A whole week of sports and creative arts. Children will participate in a series of different workshops trying out new activities. Challenge the ‘norm’ by offering things that our children don’t usually try.</p>	£1500	<p>Attendance at out of school clubs to increase. Pupil questionnaire/survey Our children are accessing a broader range of clubs/activities.</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:
Children will enter a variety of sport competitions throughout the year both within our cluster and further afield.	Offer children a wide range of sports at after school club – football, dance, gymnastics, basketball, hockey, table tennis.	£300 resources.	Increased number of competitive sports competitions throughout the year. Engagement with Cluster schools to organise sport competitions as well as Trust competitions.	

Signed off by	
Head Teacher:	Rachel Chambers
Date:	21.9.21
Subject Leader:	Jack Churchill
Date:	21.9.21
Governor:	Helen Davison
Date:	7.10.21