

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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TRUST



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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Increased participation over a number of years in regular competitive sporting fixtures at the local and regional level. • Sports Premium Budget invested in PE Lead being released from full time class responsibility to support colleagues as regards CPD, oversee resources and manage and implement full competition programme. • All children come to school dressed ready for 2 hours of quality PE provision so that active learning time is maximised. • Whole school progressive planning for wide, complete curriculum is provided with key assessment criteria outlined clearly. • A greater number of staff are now actively engaged in teaching PE and also taking children to School Games events. • Reformation of the PE and Sport Coordinator role. • Teaching staff identified areas of development. PE coordinator peer coached and supported. • School staff were made aware of recommendations of the Chief Medical Officer and were committed to exploit opportunities to make lessons more active. 	<ul style="list-style-type: none"> • An improved outdoor learning provision. • Research into making greater, more extensive use of our school cycle and pump track is ongoing together with investigating the purchase of bikes for general use in school and cycle tuition for our pupils. • To make better use of our Dingley Dell. • Exposing teachers to the delivery of outstanding PE lessons as well as shared drills and exercises to improve staff's confidence further. • To allow children to reflect on their performance as an athlete and how to further their own development. • Arrange a pupil survey to ascertain what new clubs pupils would like to introduce in school next year. • Promote walking, scooting and cycling to school (age appropriate) rather than using the bus or getting a lift. • To increase the percentage of our current Year 6 children who can swim competently, confidently and proficiently over a distance of at least 25 metres. • To introduce new sports in school. (Boccia, Table tennis, mini golf) through after school clubs and competitions. • Raise the profile of the importance of physical activity at home as well as in school.

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to yo

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>Mindful of the requirements for pupils to reach levels of competence in swimming and water safety, arrangements were in place for our 2 Year 5 classes to receive 3 x half terms of swim tuition on a weekly basis at a local pool. One class attended from September to February with a very high conversion of non-swimmers to 25m swimmers and swimmers of 25m to longer distances, a range of strokes and basic water safety and personal survival competence. Due to pool closure in March 2020 (due to covid 19), the second part of the cohort were not able to access swim tuition. We are mindful of this and will make plans to address these competence gaps where possible in the new school year.</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 2020.</p>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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: 2019/20		Total fund allocated: £19,650.00		Date Updated: July 2020	
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: 40%
Intent		Implementation		Impact	
Move More Champions lead games at break times and lunchtimes. Others aspire to be Move More Champions. Move More Champions gain confidence in delivering sessions to others.	Move More Champions lead a range of games for both children in Key Stage 1 and Key Stage 2 at lunchtime (30 minutes each day)	£8,000	Although pupils were invited to apply for the position of Move More Champions, training and implementation were inevitably compromised by school closure and the social distancing recommendations.	Move More Champions to be trained to work within own bubbles.	
Audit PE equipment and identify areas of need e.g. repairs/additional equipment/further resources to compliment delivery of Medium Term Plan	Ensured appropriate/enough equipment provided for children to have their own throughout session, providing more time to master skills.		Children have become more confident and competent handling a wider range of sporting equipment	Promote walking, scooting and cycling to school rather than using the bus or getting a lift.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			10%
Intent	Implementation	Impact	Sustainability and suggested next steps:
Provide as many opportunities as possible for children to engage in physical activity in school.	Staff are committed to exploiting opportunities to make lessons active and to providing active learning breaks in a range of ways including 'Go Noodle' dance breaks or Crossflatts Mile track power walks.	Funding Allocated: £1500	Ideas for making all lessons more physically active were explored and staff trialled and shared a range of activities and initiatives. Pupils and staff returning to school after 'lockdown' displayed a heightened awareness of the benefits of being physically active and the benefits of spending time outdoors. Classes made even more use of our outdoor space and for longer periods of time when they returned in June 2020.
			CPD for staff to build confidence and skill share

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
	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:
Increase staff confidence in knowledge of skills and delivery of high quality PESSPA	Staff CPD to ensure confidence in teaching PE using the intent and curriculum created.	£2000	Ongoing. Due to the pandemic and the closure of school, CPD wasn't fully delivered to staff.	Lead staff meetings to keep staff regularly updated with latest information regarding sports provision. Gain Forest Schools qualification to inspire less engaged learners and increase independence in pupils.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Bike Track – To increase usage of a facility which is currently in disrepair and not used by the pupils.	To fully repair and install the bike track to be used both in the school day and by the local community and pupils after school Research into making greater, more extensive use of our school cycle and pump track is ongoing together with investigating the purchase of bikes for general use in school and cycle tuition for our pupils.	£6,000	Bike track is now fully repaired and on a maintenance programme to ensure this legacy can continue. Children are now able to access this exciting part of our PE offer in and outside of school.	Train staff to deliver high quality teaching in cycling through external certification
Focussed on developing Outdoor Learning/OAA (Outdoor Adventurous Activity) as the school is mindful of the present Government’s concerns regarding childhood obesity and their present recommendations of the benefits of exercise and fitness sessions preferably taking place outdoors and with socially distancing in place.	Other plans to make even more use of our woodland and stream area, Dingley Dell, are also in place.		Develop out forest school outside provision to encourage pupils to take part in alternative sports such as archery.	CPD for staff in forest schools and alternative outdoor sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Improving representation of school in local and regional competitions. Children to be proud of representing school in competitions.	Photographs of last year's teams are prominently displayed in school. Involved in a range of sports competitions, including new sports, through The School Games (Mini Golf) New Crossflatts kit bought to use for children to represent school in.	Funding allocated: £1000	Prior to the pandemic, participation in competition improved. Year 6 children competed, for the first time, in a mini golf competition. Sense of pride to wear and represent Crossflatts whether the team won or not.	Gain feedback from pupil's to find out their take on PE and what they feel needs to happen for development. Promote examples of active learning both in school and through social media outlets e.g. Twitter and Facebook.

Signed off by	
Head Teacher:	Claire Thirkill
Date:	30/07/2020
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