

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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SPORT
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](#).

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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.	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 2020.	92% (covid restrictions meaning limited session)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92% (covid restrictions meaning limited session)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92% (covid restrictions meaning limited session)
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?	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:		
<p>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</p>			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:
Providing targeted activities or support to involve and encourage the least active.	<p>For children to reach 25m standard.</p> <p>The school is participating in the SLSSP Big Moves project designed for EYFS pupils who lack fundamental movement skills/physical literacy.</p> <p>The school is participating in the Energise Club. The 6 weeks of sessions delivered by SLSSP staff with inactive/less confident Year 3 and 4 pupils. The sessions include fun physical games and mindfulness.</p> <p>The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6 week club alongside a member of staff.</p>	<p>800- swimming subsidy.</p> <p>£2600 (South Leicestershire SSP Membership)</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>The inclusive sports club was a huge success and we hope to be able to continue further practice with select pupils now that a member of staff is familiar to the activities led by the external coach.</p>	Continuing practice for children identified through member of staff gaining subject knowledge throughout the programme.

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<p>Increase opportunities for extra-curricular physical activity.</p> <p>Increase opportunities for alternative outdoor learning activities.</p>	<p>Holiday sports camp</p> <p>Staff to lead after school clubs- Netball, football, tennis, dance.</p> <p>Staff training to all teachers in forest school activities so that they could lead with their class (untrained) KC trained as a forest school leader.</p>	<p>SLSSP Membership</p> <p>£570 KC forest school across year groups.</p>		<p>Staff are now confident to lead sessions KC trained LSA in forest school. Staff have started to lead sessions down there- e.g. using the barefoot trail and English stimulus for a story setting. EYFS are going to begin a programme on a half termly rotation in forest school, led by KC. Starting in autumn 2.</p>
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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	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sustainability and suggested next steps:</p>
<p>To engage student voice and use students leaders to raise the profile of PE and School Sport.</p>	<p>The school will train 4 students to become Sports Ambassadors to promote physical activity. The ambassadors will form a school sports organising crew and devise an action plan to promote PE and physical activity</p>	<p>SLSSP Membership</p>	

<p>Encourage active travel to school.</p> <p>Embedding Physical Activity and Well-being into the school day</p>	<p>in school. Led by JD.</p> <p>Sporting achievements are also celebrated in assemblies and on the school relevant social media. The school newsletter to contain information about physical activity, sports clubs and fixtures.</p> <p>4 students will be trained to become Well-being Ambassadors to support mental health and internet safety in school. Led by SI. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p> <p>Taking part in the Active Travel Months. Students and families are encouraged to walk to school. A wallchart was given to each class to record children actively travelling to school. A trophy was given to the class that actively travelled the most. Led by SH.</p> <p>Student playground leaders and lunch time supervisor trained to make lunch times more active. Booked for November.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>6175 JD lunch time and clubs subsidy</p>		<p>Sporting achievements in and out of school announced during celebration assembly as well as newsletter content and social media celebrating sporting achievements</p> <p>The school continues to promote active travel through school newsletters and social media. The school with closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p> <p>The lunch time supervisors are trained to put on a range of activities/games during lunch. The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch.</p> <p>Sports boxes delivered to each classroom, to be taken out at</p>
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<p>Support all EYFS children with fine and gross motor skill development</p> <p>Support pupils in making informed food choices.</p>	<p>SI running mindfulness sessions across the school.</p> <p>Big moves sessions for EYFS. Virtual sessions sent out to parents via weekly newsletter. LM to attend training for big moves in order to continue provision after the 6 week programme.</p> <p>Follow the new DT scheme of work with an element of healthy eating. VH to lead PHSE curriculum using Cambridge scheme.</p> <p>KC now trained in forest school and has already begun a rolling programme in foundation.</p>	<p>SI mindfulness 1400</p> <p>SLSSP Membership</p>	<p>break and lunchtimes, providing the opportunity for play equipment/games. Lunch time supervisors attended a meeting with the sports coach to discuss activities that can be led on the playground</p> <p>LSA in EYFS to oversee/receive training through participating in the practical element of the big moves programme, led by an external coach, with the intention to continue the programme after the 6 weeks training sessions are delivered.</p> <p>JD to deliver 'cooking classes' across the school during creative week.</p> <p>Year 6 planned and prepared their own pizzas after a visit from a restaurant owner, with the focus on a balanced diet and the importance of this.</p>
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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:
Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	Our PE co-ordinator has taken part in local PE Subject Leader meeting and a PE and School Sport Conference. The PE co-ordinator has shared the training with all staff during inset days and meeting.	SLSSP Membership	This has been particularly useful in terms of sharing best practice and arranging friendly matches etc.	SLT will continue to champion the PE co-ordinator role. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.
Improve the quality of Dance teaching across the school to improve dance-based opportunities for pupils.	Purchasing the PE hub and encouraging staff to read through content to raise subject knowledge-particularly of the dance curriculum.	PE Hub	Dance has been planned into the whole school long term plan	The PE hub will help resource high quality dance lesson plans and videos for teachers to confidently deliver the lesson.

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:
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	The long term plan has been thought out to include a range of sports, covering the curriculum across all year groups with a variety of sports including archery. In line with the SLSSP competition calendar.	PE hub 2500- resources		

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:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	Subscription to SL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. Pupils took part in virtual competitions. Pupils to take part in personal challenges and are encouraged to practice skills and improve them. The SLSSP virtual Key Stage 1 competitions. The participants took part in activities designed to improve agility, balance and co-ordination (physical literacy).	SLSSP Membership SLSSP Membership SLSSP Membership	We received the spirit of the games award in the year 3/4 hockey tournament for demonstrating excellent respect at the event.	The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The school is committed to taking part in the local competitions.

Signed off by	
Head Teacher:	E Tayler
Date:	08.12 21
Subject Leader:	J Roantree
Date:	08.12 21