

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

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Commissioned by



Department  
for Education

Created by



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SPORT  
TRUST



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.

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 2021:   | Areas for further improvement and baseline evidence of need:  |
|---|---|
| <ul style="list-style-type: none"> <li>• Broader experience of a range of sports: Fencing introduced and very popular.</li> <li>• Football club popular, with increased team games during lunchtime</li> <li>• Introduction of scoot/bikeability</li> </ul> | <ul style="list-style-type: none"> <li>• Increase participation in competitive sport: age of children means limited opportunities for competitive sport (KI 5) – no competitive sport opportunities but Football club in school in place.</li> <li>• Further development of outdoor learning opportunities in all classes (KI2): Did not take place due to COVID restrictions and reallocation of essential CPD during lockdown.</li> <li>• Ensure teaching staff have the skills, knowledge and confidence to teach all elements of the school’s PE curriculum (KI3): Audit complete. Unable to engage with trainers due to restrictions.</li> </ul> |

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

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.

|   |   |                                       |   |  |
|---|---|---------------------------------------|---|--|
| <b>Academic Year: September 2020 to March 2021</b>  |   | <b>Total fund carried over: £4000</b> | <b>Date Updated: July 2021</b>  |  |
| What Key indicator(s) are you going to focus on? KI 1 & 2                                 |   |                                       |   | <b>Total Carry Over Funding: £4000</b>   |
| <b>Intent</b>   | <b>Implementation</b>   |                                       | <b>Impact</b>   |  |
| Raise the profile of the importance of healthy eating and balanced diet.                  | Class groups to visit teaching kitchen to learn basic cooking skills. Offer parent/child sessions   | £900                                  | Children have good understanding of what constitutes a healthy topping. Children have understanding how their choices can lead to a healthy or less healthy meal. Children's confidence in cooking increased: sharing how to make pizza at home. Ongoing relationship with cooking learning to annual visits. | Develop ongoing relationship with catering company and facilitate parent/child sessions.<br><br>Links to student voice to evaluate the menu in school<br>Links to science and PSHE curriculum in school with children having a real impact on their own food choices and those in school |
| Teach children how to safety ride scooters and bikes as an active way to travel to school | Explicit scoot/balance ability sessions with purchased resources. CPD for staff to delivery high quality sessions. Raise profile of safe active travel to school with parents. Engage with PCSO to support road safety. | £3100                                 | High level of engagement with children. All Y1 received teacher led sessions. Increased number of children biking/scooting to school. Annual integration into curriculum planned. Staff CPD planned to ensure sustainability.   | Feed into school travel plan and full engagement with road safety week/walk to school week to raise profile. Resources are purchased for annual use in school.   |

|  |   |
|--|---|
| <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.</p>  | <p>Regular intervention from local Fire service regarding water safety.<br/>Facilitate support to parent too.</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><b>N.B.</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> | <p>N/A</p>  |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>   | <p>N/A</p>  |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>   | <p>N/A</p>  |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | <p>N/A</p>  |

## 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.

|   |  |   |  |                                |   |
|---|--|---|--|--------------------------------|---|
| <b>Academic Year:</b> 2020/21   |  | <b>Total fund allocated:</b> £13000   |  | <b>Date Updated:</b> July 2021 |   |
| <b>Key indicator 1:</b> 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:   |
|   |  |   |  |                                | 58%   |
| <b>Intent</b>   |  | <b>Implementation</b>   |  | <b>Impact</b>                  |   |
| Develop healthy life long habits of daily physical activity and understanding and enjoyment of being outside in nature. We want children to understand the benefits of spending time outside in nature for their own physical and mental wellbeing. Children need to understand this can and should be accessed in all weathers |  | Provision of weekly Forest School sessions for all children.<br>High quality onsite provision, including resourcing.<br>Adequate outdoor clothing to enable access all year group and teach positive habits.<br>Supported by qualified staff. |  | £7500                          | Positive feedback from parents about engage with nature.<br>Teachers report positive impact on behaviours for learning in the classroom.<br>Children actively supporting their local community (Feedback from litter pick R parent) |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |   |  |                                | Percentage of total allocation:   |
|   |  |   |  |                                | 1%  |
| <b>Intent</b>   |  | <b>Implementation</b>   |  | <b>Impact</b>                  |   |
| Further development of outdoor learning opportunities in all classes  |  | CPD for staff regarding benefits of outdoor learning<br>Map throughout the curriculum   |  | £100                           | Did not take place due to COVID restrictions and reallocation of essential CPD during lockdown.   |



|   |  |               |  |                                 |
|---|--|---------------|--|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>            |  |               |  | Percentage of total allocation: |
|   |  |               |  | 5%                              |
| <b>Intent</b>   | <b>Implementation</b>  |               | <b>Impact</b>  |                                 |
| Ensure teaching staff have the skills, knowledge and confidence to teach all elements of the school's PE curriculum | Audit current skills<br>Identify immediate propriety needs<br>Provide high quality CPD   | £600          | Audit complete. Unable to engage with trainers due to restrictions.  |                                 |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>                |  |               |  | Percentage of total allocation: |
|   |  |               |  | 4%                              |
| <b>Intent</b>   | <b>Implementation</b>  |               | <b>Impact</b>  |                                 |
| Give children the experience of a range of sports other than those included in the school's curriculum              | Engage with local providers to deliver 'taster' sessions   | £500          | Fencing club very popular. (Max capacity reached in Years 1 & 2)<br>Continue next year to enable more children to participate                                      |                                 |
| <b>Key indicator 5: Increased participation in competitive sport</b>  |  |               |  | Percentage of total allocation: |
|   |  |               |  | 29%                             |
| <b>Intent</b>   | <b>Implementation</b>  |               | <b>Impact</b>  |                                 |
| Develop sporting teams and participate in local, age appropriate competitions                                       | Link with local professional teams i.e. Cobblers & Saints to provide high quality coaching<br>Apply for free sports kit from FA<br>Join NSSP | £300<br>£3420 | Football club in place with high attendance. Free sports kit in school.<br>No competitions due to restrictions.<br>Increased football games/activity at lunchtime. |                                 |

|               |   |
|---------------|---|
| Signed off by |   |
| Head Teacher: | <i>Kate Towers</i>                          |
| Date:         | November 2020                               |
| Governor:     | John Tippett                                |
| Date:         | Nov 2020 – reviewed July 2021 (Headteacher) |

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

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