

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 17,780.00
Total amount allocated for 2020/21	£ 17,770.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 11,111.00
Total amount allocated for 2021/22	£ 17,770.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 28,881.00
	Total spend this year = £27, 520

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>				
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:
<p>Promote quality physical activity opportunities for children daily and ensure that lunchtimes provision enables children to be active, strengthen relationships with peers and promote enjoyment / wellbeing</p> <p>Increase opportunities for physical activity and building physical strength in EYFS outdoor area</p>	<p>All children have access to Forest School provision for a whole afternoon, every two weeks.</p> <p>Utilise lunch times effectively as a productive time to promote extended opportunities for physical activity and encouraging those fewer active learners to participate more fully.</p> <p>All children to have the opportunity to engage in physical activity as part of our Well-being Wednesdays, including use of imoves in class.</p> <p>Active playtimes and lunchtimes through the provision of playtime</p>	<p>Dance coach - £5720 Autumn term</p> <p>Resources (including forest school)£6000</p> <p>Tables- outdoor £2K</p> <p>EYFS- Area £5000</p>	<p>82% EYFS children achieved GLD 91% achieved gross motor for PD</p> <p>Pupil voice indicates that children enjoy forest school provision, and this supports their health and mental wellbeing.</p> <p>Parent voice indicates that parents feel that forest school is important for their children. Parents were invited to a parent forest school session and the uptake was 75%</p> <p>Resources have supported playtimes and lunchtimes, but we were unable to book for the</p>	<p>Training for staff (delivery of curriculum) next academic year (once per term through Progressive Sports). We have used some of the money from this academic year to purchase this at a cost of</p> <p>Extend offer for outdoor lunchtime provision through a 'zones' approach including a quiet zone outside (for children to calm / cool down following energetic activity – training for lunchtime supervisors.</p> <p>Well-being Wednesdays to continue – use imoves rather than dance teacher (more</p>

	<p>resources and training for lunchtime supervisors.</p> <p>EYFS area resources to be purchased to support increased physical activity and building physical strength.</p> <p>Offer a calm space (Acorn room) for children that need a quiet space to build social interactions.</p>		<p>lunchtime supervisor training this year – we have booked this for next academic year.</p> <p>Dance teacher used in the Autumn term – children initially responded well to this and lunchtime club was enjoyed by the children that attended. However, interest dwindled and the morning sessions caused some disruption as children were rushing from one place to another (this took away from the feeling of well-being’ and pupil voice indicated that they would prefer to participate in a range of dances and moves (hence why we decided to purchase imoves for the remainder of the academic year).</p> <p>EYFS outdoor area has a large wooden blocks resources to support physical activity and building strength</p> <p>Calm space has allowed children who need it, to have an opportunity to calm down in a quiet space following a period of high energy activity</p>	<p>sustainable) and imoves can be used at other times of the week too.</p>
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Key indicator 2: The profile of PESSPA (PE, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement

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:
To measure impact of PE/ physical activity provisions through assessment. Opportunity to also highlight any pupils who are a cause for concern	<p>Introduce new PE scheme including assessment.</p> <p>Throughout the academic year the activities delivered are designed to allow children to develop their performance in all of the relevant P.E Outcomes specified in the assessment. Every lesson plan includes information about which P.E Outcomes to focus on.</p> <p>More and less able children identified by staff and appropriate provision put in place.</p>	£1,500	<p>PE scheme has been introduced and staff have had support with the delivery of the new scheme.</p> <p>PE leader has carried out surveys with staff which indicate improved confidence in the delivery of the scheme.</p> <p>Children are receiving higher quality PE lessons.</p>	<p>PE Subject leader training planned for next year to support development of PE assessment tracking – whole school. In addition, to look closely at the motor competencies; declarative knowledge; procedural knowledge; FMS - locomotor, stability, manipulation within our curriculum/scheme. Revisit vocabulary and create vocabulary progression document.</p> <p>PE scheme to continue next year (PE lead has adapted slightly in response to staff survey and curriculum overview)</p> <p>PE training for staff (particularly in the use of wall gym equipment) on delivery and assessment using the scheme and making assessments against the PE outcomes.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
Increase the range of staff confidence and knowledge in teaching PE and sport through researching and purchasing an appropriate scheme of work.	<p>Audit staff confidence in teaching of PE and identify areas of strength and next steps required.</p> <p>Purchase a high-quality scheme based on links between other schools in the Trust and their expertise. (AVPA and EHJA)</p> <p>Introduce imoves for delivery of 'active blasts</p>	<p>£3,000</p> <p>Imoves online - £800</p>	<p>Staff survey indicates staff confidence has improved since the introduction of the new scheme.</p> <p>Higher quality PE lessons and a broader range of PE activities with clear progression across all year groups.</p> <p>Staff have received CPD support – coaching and modelled lessons – which has improved their teaching of PE and relates to wider CPD on modelling and effective instruction.</p> <p>Increased pupil engagement and physical activity.</p>	<p>PE scheme to continue next year (PE lead has adapted slightly in response to staff survey and curriculum overview)</p> <p>PE training for staff (particularly in the use of wall gym equipment) delivered by Progressive sports</p> <p>Imoves has been introduced and is working well in most classes – PE lead to provide some additional support for teachers and TAs next year. We will need to purchase this subscription annually.</p> <p>Well-being Wednesdays to continue – use imoves rather than dance teacher (more sustainable) and imoves can be used at other times of the week too.</p>

				PE Subject leader training (delivered by Progressive Sports) planned for next year to support development of PE assessment tracking – whole school.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
Offering a wider range of activities to promote a wider variety of sports for pupils to engage with and increase activity. Increased learning opportunities through increasing the links between the PE Lead at EHJA and the PE Lead at VWA	Schedule broader range of sporting activities to all pupils including the less active. PE Lead from EHJA to work alongside the new PE Lead at VWA.	£1000	Children have had the opportunity to participate in a range of clubs – Burton Albion, Mini Athletics, dance and movement and dance and singing. All children have had the opportunity to engage with street dance as part of an ‘Active8’ day. Increased confidence and skills of teachers to deliver PE effectively raising the quality of provision for all.	Continue to offer a broad range of clubs for children across the school. Progressive Sports Engagement days (1 per term) to engage pupils with a range of interesting sports (based on pupil voice). PE Subject leader training (delivered by Progressive Sports) planned for next year to support development of PE assessment tracking – whole school.

Key indicator 5: Increased participation in competitive sport

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>A school marquee will enable all sports competitions to continue to be undertaken regardless of weather.</p> <p>Through the summer term children attending summer school will be able to continue to engage with sports activities.</p> <p>In the autumn term, the marquee will enable outdoor sports to continue even when it is raining</p>	<p>Purchasing of marquee.</p> <p>Plan for inter school competitions and across year groups.</p>	<p>£2,500</p>	<p>Marquee enabled parents and children to access sports day events and use the outdoor sports court in poor weather at the start of the academic year.</p> <p>Burton Albion and Mini Athletics have both made use of the outdoor court. Sports Day and Mini-Athletics were well received and offered opportunities for children to work as a team and compete against each other.</p> <p>PE has made links with Edge Hill PE lead, but it has been a challenge to set up inter school competitions and this is something we will need to develop next year with the support of Progressive Sport.</p>	<p>Marquee unfortunately was ruined by a bout of very windy weather.</p> <p>Continue to offer a range of clubs and also engagement days (x3) through the year to enable opportunities for competitive sport, enabling them to have a voice and try new sports.</p> <p>PE Subject leader training (delivered by Progressive Sports) planned for next year to support development of PE assessment tracking – whole school and developing in school and inter school competitions for sports.</p>

Signed off by	
Head Teacher:	Michelle Kee
Date:	21.07.22
Subject Leader:	Alex Cullumbine
Date:	21.7.22
Governor:	Peter Collinson
Date:	21.7.22