

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](#).

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:
<p>Physical activity opportunities increased: Owen Paynter from Premier Education led a weekly lunch club which was free for pupils to attend. Also engaged with a tennis coach to provide lunch time tennis sessions for 6 weeks.</p> <p>Outdoor gym now has an all-weather surface installed.</p> <p>Pure Rhythm led dance lessons for 3 of the 4 classes during the spring term. Sadly, the local dance festival was cancelled due to Covid-19.</p> <p>Scheme of Work has been purchased and forms the basis of our 2-year rolling plan of PE coverage across the school.</p> <p>AfPE membership was purchased, together with the PE Safety guidance which staff can refer to.</p> <p>1 member of staff when on PE health and safety course but other CPD opportunities were stopped due to COVID-19.</p> <p>Additional sports were offered: Table tennis club took place after school. Year 6 experienced archery. Tennis club was offered by a specialist coach during lunch times.</p> <p>Reaching the local swimming gala finals, after winning the small school section.</p>	<p>Work with Uttlesford School Sport Partnership to identify further opportunities to try a range of sports.</p> <p>Organise CPD for staff in aspects they require support.</p> <p>Continue to participate in USSP organised competitions, including those which are completed within own school, to reduce COVID transmission risk.</p> <p>Utilise the expertise and skills of the USSP SSCO's to work directly with the children and staff.</p> <p>Change swimming allocation across school so that all classes can participate in specialist dance lessons.</p> <p>Daily mile to be extended to Year 2 from September 2020.</p>

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 you

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £6649	Date Updated: July 2021	
What Key indicator(s) are you going to focus on? K11: The engagement of all pupils in regular physical activity.				Total Carry Over Funding: £6649
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils:</p> <p>Increase the levels of stamina and fitness of the children.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Equipment to be used with children during either lunch times or break times purchased. £1000</p> <p>Roof net to catch balls from Multi Use Games Area installed. £2650</p> <p>The outdoor gym equipment has an all-weather surface installed underneath it so it can be used all year round. £3000</p>	<p>Carry over funding allocated:</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

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.	
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 2021.	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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?	Yes/ 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: £16,730		Date Updated: July 2021	
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: 43%
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 levels of stamina and fitness of the children.	Children in Reception, Year 1 and Year 2 participate in the 'Daily Mile' activity. Lunch time club offered 1 x per week for Key Stage 2. Early Years outdoor trikes and scooters need replacement, together with storage shelter.	£0 £1250 £2986	Class 1 all participate in 'daily mile' on playground/field. Premier Education has led a weekly lunch club, even during the national lockdown for the children (keyworkers/vulnerable) that were still in school. Weekly has approximately ?? children attend. New trikes and scooters in outdoor EYFS area are used regularly, often daily, with all children getting opportunities to use them.		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 3%
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:
Profile of PE maintained and improved so that all pupils have opportunities to 'be their best' and be taught by specialist teachers.	Sue Raven of Pure Rhythm to lead dance lessons for all 3 classes. USSP-led scooter sessions for Year R to 3.	£720 £0	School utilised a different dance teacher, who provided 10 weeks of dance instruction to each of the classes. Each class worked towards and produced a final dance piece that was filmed. All eligible children took part in scooter sessions, either bringing one from home or using those provided. The children really enjoyed this.	Arrange and participate in further activities during next academic year.	

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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:
The school has a whole-school PE curriculum that has a clearly defined progression and expectations. The staff feel confident to deliver age and ability appropriate lessons, building on prior skills.	Staff training/CPD, including working with SSCO from the USSP. PE Co-ordinator to observe lessons delivered by staff and offer professional feedback. AfPE membership and PE Safety guidance.	£2000 £0 £112.49	One class teacher received expert input from Linton Village College PE specialist, who also led a lesson with Y3/4. No other CPD offered due to Covid. The co-ordinator has no monitored lessons this year due to the disruption caused by Covid national lockdowns, thus delaying/cancelling other forms of monitoring too. Membership and guidance purchased and referred to as and when required.	Co-ordinator to monitor class teacher led lessons in 2021/22.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
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 introduce the children into new sports, including taster sessions in a range of sports. The children have a greater range of equipment to use in a variety of sports.	Offer a range of sports-based clubs, including table tennis, netball, athletics and football. Part-fund these clubs to reduce cost to parents. Work with local sports clubs and introduce children into new sports and provide opportunities for club links. Additional sports equipment is purchased, to build upon the resources already owned by the school.	£1000 £1000 £3000	Increased after-school clubs to 2 in autumn term, one of which was archery. They have also offered dodgeball. All children participated in a national Boccia competition across multiple weeks. Sarah Smith from Saffron Walden Golf Club, led golf sessions for Year 5/6. Other activities were unable to take place due to Covid. £3000 worth of equipment for PE lessons purchased for both indoors and outdoors sports. This included equipment to replace broken/missing equipment, as well as additional expenditure on new types of equipment to expand the curriculum offer.	Once restrictions are lifted further, develop links with local sports clubs/bodies.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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 provide a wealth of opportunities for all abilities to compete in competitive sport.	<p>Annual membership fee of the Uttlesford School Sports Partnership.</p> <p>Cost of transport and staff for each competition (E.g. supply staff to release members of our staff or coach/bus costs).</p> <p>Cost of additional equipment, e.g. speed bounce mats, to hold competitions at school against USSP schools, whilst COVID-19 prevents travel to joint events.</p>	<p>£495</p> <p>£2300</p> <p>£1652</p>	<p>Participated in USSP competitive competitions across the partnership, including football, inclusion sports, and athletics. Some activities were supported/delivered by SSCO. Most competitions were completed in school due to Covid restrictions. Other competitions did not take place because of this, therefore a large underspend on transport.</p> <p>Purchased speed bounce and long jump mats and all classes participated in USSP athletics competition in autumn 2020.</p>	

Signed off by	
Head Teacher:	Simon Rance
Date:	15/7/2021
Subject Leader:	Simon Rance
Date:	15/7/2021
Governor:	Maggie Hartley
Date:	15/7/2021