

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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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:
<ul style="list-style-type: none"> • National Sports Mark, Silver 2019 • Sports Coach of the Year 2018 • Increased participation award for LSLSSP • Food for Life Silver Award 2019 • Enhanced Healthy Schools Status 2019 • Accredited Route to Resilience 2018 • Forest School Training • ELSA training ,yearly • Installation of MUGA to support curriculum enhancement, out of hours offer and playtime activity 	<p>See suggested next steps on the form</p> <ul style="list-style-type: none"> • In light of Covid a very big push on increased participation in activity and increasing pupil numbers participation/experiences of competition to build on their resilience. • Building links with external sports clubs to help signpost parents to activities. • Incorporate the 'Daily Boost' into our school day.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

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 2020.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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: £17 790		Date Updated: 9/7/21	
<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>Activity Bags including equipment, activity cards, well-being booklets and associated resources have been created for 12 less active/disadvantage girls and boys. The activity bags have designed to inspire children to be active at home during the summer holidays</p> <p>The school took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy.</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>School Sports coach works with a variety of target groups throughout the year.</p>	<p>£2700 (South Leicestershire SSP Membership)</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>Contributions towards wages £10 660</p>	<p>Pupils were keen to have the bags and had ideas about when they could use them. Impact hard to measure until pupils return after the summer.</p> <p>Group had very poor core stability, these sessions helped strength, listening and concentration in class.</p> <p>KS1 found this club very beneficial and engaging. This positivity then became apparent with certain individuals in PE sessions.</p>	<p>Will feed back to LSLSSP if we gain any information after the summer break.</p> <p>Will run with same class the following year to continue to address this weakness in the cohort.</p> <p>Look to run the club again if offered by LSLSSP</p>	

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Encourage more activity during lesson/playtimes	Broader selection of playground equipment to ensure active play.	£300 Resources for the playground.	More activity on the playground from a wider variety of children, not just the sporty.	Continue resourcing in 2021/22.
	Large Wheeled equipment for EYFS	£300 for bikes, trikes	Children developing strength, cooperation and special awareness	

Key indicator 2: The profile of PE/SSPA being raised across the school as a tool for whole school improvement

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?:
To engage student voice and use students leaders to raise the profile of PE and School Sport.	<p>The school trained 4 student to become Sports Ambassadors to promote physical activity.</p> <p>Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain information about physical activity, sports clubs and fixtures.</p> <p>4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Leading activities in lessons, encouraging activity on the playgrounds, leading by example.</p> <p>Parents and Students enjoy seeing these achievements.</p>
Encourage active travel to school.	Took part in One Active Travel Month.	SLSSP Membership	Making children more aware of how to be active in their daily lives and
			Sustainability and suggested next steps:
			The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice is represented in the school's physical activity offer.
			Will partake next year if running to raise awareness with both

<p>Embedding Physical Activity and Well-being into the school day</p>	<p>During October 2020 students and families are encourage 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.</p> <p>Student playground leaders trained to make lunch times more active.</p>	<p>SLSSP Membership</p>	<p>want to walk, scoot to school. The benefits of walking to school instead of sitting in a car.</p> <p>Covid really limited their reach this year as all children had to stay in bubbles.</p>	<p>students and parents. The school continues to promote active travel through school newsletters and social media.</p> <p>Will put their skills to use in September assisting on KS1 playground. Sports coach to train Lunchtime supervised next year to improve activity on the playground.</p>
<p>Ensuring PE curriculum areas are well resourced to ensure quality teaching for all.</p>	<p>We utilised the SLSSP Return to Well-being resources to support students back into school.</p> <p>Implemented an afternoon playtime to help with transition back into school and encourage active lesson break, some resources for teachers were devised by the LSLSSP with easy to implement 5 min activities.</p> <p>Develop the Daily Boost Program next academic year</p> <p>PE store audited and then resourced to ensure there is enough for classes to have quality lessons.</p>	<p>SLSSP Membership</p> <p>£800 to create boxes of resources</p> <p>£600 on resources.</p>	<p>Gave children time to refocus and be ready to continue with work.</p> <p>Rolling out 2021/2022 so resources brought for then.</p> <p>Enough staff to share out when there were bubbles. Enough equipment for the children to have the chance to work in small groups and have enough time 'on the ball'</p>	<p>Not have specific playtime but left for teachers to fit in a Daily Boost.</p> <p>Resourcing every year.</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 meetings. The PE co-ordinator has shared the training with all staff during inset days and meeting.	SLSSP Membership	Keeps us informed of what's on offer and the guidance for PE. Small bits of CPD that are easy to take back to staff.	SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.
	All staff took part in the LSLSSP Inspiring PE and Well-being CPD Month. During November 2020 some staff participated in a series of webinars to improve confidence in teaching PE and increase school physical activity levels. The webinars included Teaching Dance with Confidence,	SLSSP Membership	Developing staff skills.	
	School Sports Coach mentors other teachers and each year team teaches for the year.	Contribution towards wages £10 660	Teachers are promoting it to other members of staff as being beneficial and helped develop their teaching.	
	HT part of steering group for LSLSSP	SLSSP Membership	Good support for staff in school	Continue with another member of staff the following year.
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	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	Sustainability and suggested next steps:

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what they need to learn and to consolidate through practice:			changed?:	
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	The KS1 and KS2 took part in virtual Yoga and Martial Arts lessons. Local yoga coaches delivered the session, as a part of the SLSSP Return to Well-being Series.	SLSSP Membership	Children enjoyed the variety of activities sent home during lockdown and that they experienced in school. This variety has continued in school.	Staff continue to use a varied selection of activities especially during Daily Boost and brain breaks.
	A range of activities was offered to targeted groups through SLSSP membership.	SLSSP Membership	See Key Indicator 1 section	
	Our KS1 pupils took part in a virtual multi-skills festival designed to develop physical literacy and a range fundamental movement skills.	SLSSP Membership	See Key Indicator 5 section	
	Our most talented Year 5 and 6 pupils took part in the South Leicestershire Gifted and Talented works.	SLSSP Membership	The opportunity to inspire gifted children, chance for more challenge and see next steps in their progression.	Repeat opportunity if available
	Forest School timetabled for each Year group, normally a 6 week block in our Forest School area with Miss Payne.	£1000 for resources, consumables and den building equipment.	Really engages all children, boost to their well-being, anxiety levels. Offered a different challenge for those that might struggle in school and many found success in new areas of learning.	Continues on the timetable each Friday next year for as many classes as possible.
Supporting SEND children or those struggling living in the pandemic.	ELSA support ran in school by Mrs Mills every Friday and check ins throughout the week if needed.	£500 Resources and subscription.	Supported around 20 children this year working through the program, building positive self image and confidence.	Continue 2021/22
	Alternative provision for children feeling stressed in the classroom, support from sports coach for active work.	£930 Staffing and resources	Really helped to build children's resilience and a positive return to school.	

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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.	<p>Subscription to SL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. Pupils took part in the following virtual competitions: KS2 Rugby</p> <p>The SLSSP put on a series of virtual Key Stage 1 competitions. The participants took part in activities designed to improve agility, balance and co-ordinator (physical literacy). Multi-skills Challenges</p> <p>The School Sports Coach Mr Biddles</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>Contribution towards wages £10,660</p>	<p>Whole of KS2</p> <p>Whole of KS1</p> <p>Partake in virtual competition in lesson time, setting personal challenges during lessons, running after school clubs with more opportunity for small sided games, football matches.</p> <p>The curriculum offers more time for children to experience game play. Work with Gifted and Talented students.</p> <p>Targeted groups with behaviour, SEND, emotional need to experience sport in a positive light and enjoy competition and understand sportsmanship.</p>	<p>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.</p> <p>Continue with staffing as funding available.</p>

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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	