

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

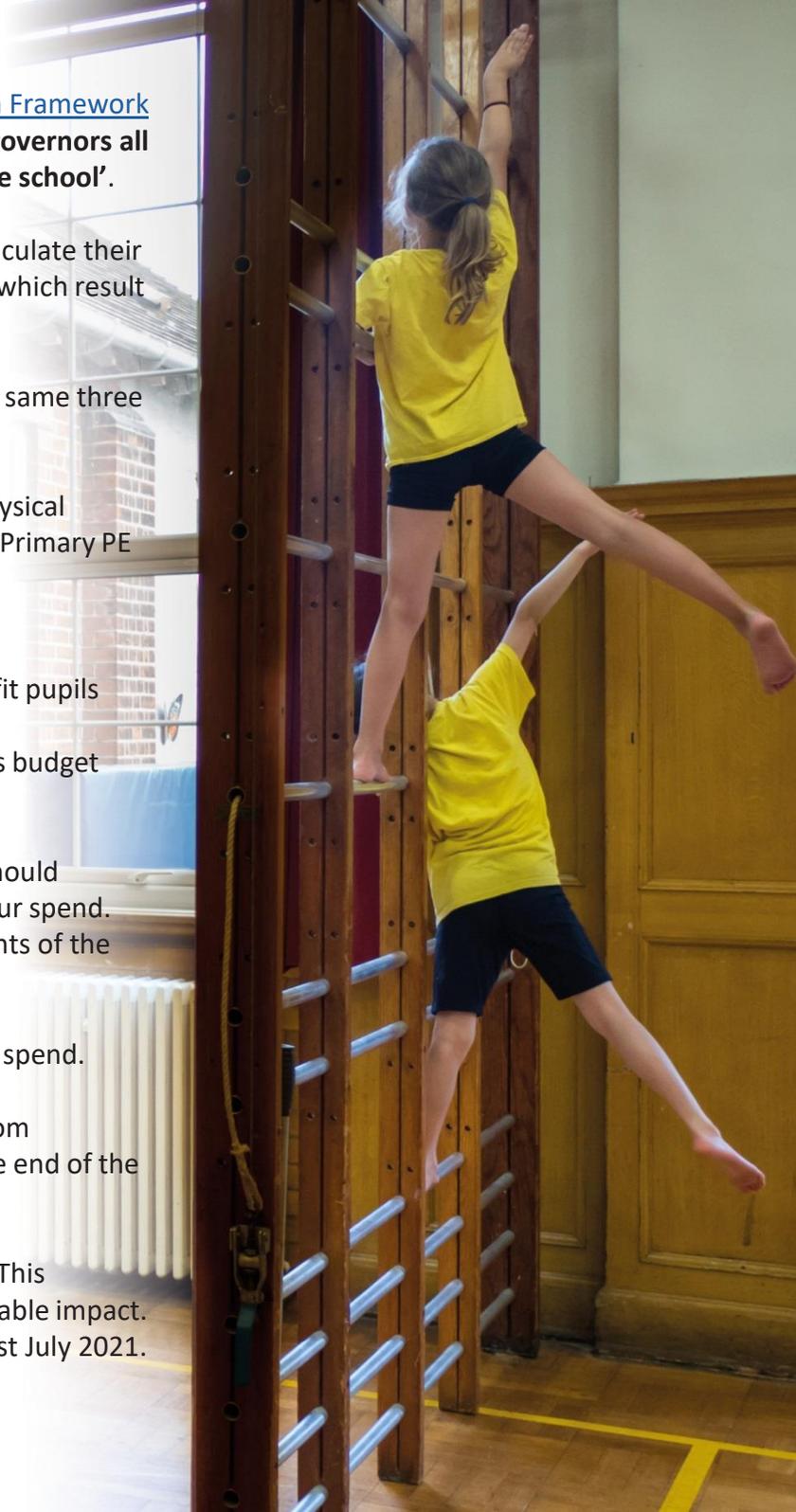
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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:
<ul style="list-style-type: none"> • Our teaching and delivery of PE across all year groups is supported by a Specialist Primary School PE teacher and specialist coaches • Quality professional development and use of the Cambridgeshire Schemes of Work for our staff in PE and sports has improved the consistency of lessons across the curriculum. • We offer a Change4Life Sports Club and sensory circuits to support children in our school. • Our pupils have seen increasing success in cluster sports festivals and inter school sports events and we know that our children gain a whole range of benefits from taking part in these events. • We have an effective working relationship with our local School Sports Partnership and buy in to a number of their services including staff training, programmes and competitions • We train pupils as Young Sports Leaders who support play at lunchtimes 	<ul style="list-style-type: none"> • Increase in physical activity opportunities to improve children’s health and well-being. • Increase and sustain whole school activity initiatives to improve fitness levels and engagement in physical activity including the Daily Mile, active classrooms, lunchtime and extra-curricular opportunities. • Re-engage children in physical intra-school and inter-school competition once Covid restrictions are lifted.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Total amount carried forward from 2019/2020 £5,154
+ Total amount for this academic year 2020/2021 £17,580
= Total to be spent by 31st July 2021 £22,734

<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 which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</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>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.</p> <p>Please see note above.</p>	91%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	64%
<p>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?</p>	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: £17,580 (£22,734)	Date Updated:20.7.21		
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: 60%
Intent	Implementation		Impact	
Increasing whole school physical activity opportunities whilst in school and at home due to Covid partial school closure	<p>During the lockdown period, the 5 a day TV home access was made available to all children along with other free resources so that they could continue to be active, especially if they could not go out to get exercise.</p> <p>Use of 5 a day TV, Gonoodle, Cosmic Yoga and Tanzi TV (free resource) have been used all year round in school to increase daily physical activity in the classroom and provide necessary brain breaks for the children, especially post lockdown.</p> <p>Committing to the Daily Mile Challenge and making it a regular and consistent feature of the school day has supported children in finding their way back to expected fitness levels.</p>	<p>£230 school access</p> <p>£50 home access</p> <p>£0</p> <p>£0</p>	<p>When children returned from lockdown staff noticed a significant drop in energy, fitness levels and stamina in children of all year groups. The Daily Mile and active classroom resources have enabled children to regularly participate in physical activity and have helped children to improve their fitness, energy levels and mental well being.</p>	<p>It is clear that many children are still suffering from lethargy post lockdown and have lost essential communication and team building skills which we still need to address.</p> <p>Although many of the initiatives we have been using have helped to increase physical activity, the limitations of space due to bubble restrictions has severely impacted on the amount and intensity of play/activity that children can access on a daily basis. This still remains high on our agenda for next academic year.</p>

	A multi-sensory trail has been installed to give children greater access to active play space all year round. This has been used during lessons and playtimes and has been a great tool to help children access extended periods of exercise.	£13,440	The installation of our multi-sensory trail has enabled children to take part in prolonged physical activity such as the daily mile, regular walking and balance bike activities, further contributing to the increase of physical activity and has helped to build stamina.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				33%
Intent	Implementation		Impact	
Developing community engagement and supporting mental health and wellbeing	Wellness Wednesday feature in our weekly signposts to support mental health and encouraging physical activity		Children benefitted emotionally and physically from participating in wellness Wednesday activities. Activities were purposely designed to encourage children to escape screen use and help them to be creative and active.	
	Secret Garden developed to provide Forest School activity onsite during Covid restrictions – greater access to outdoor activity when outdoor learning was encouraged.	£5460	The Secret Garden has enabled all classes to further extend opportunities for outdoor learning and has supported children in developing their communication, teambuilding and leadership skills.	Continued investment in outdoor learning and developing the Secret Garden to incorporate Nature Detectives to reduce off site activity.
	Classes investing in their own physical activity equipment to support physical activity throughout the day in bubbles	£250 per class £1750 in total	Investing in individual class equipment enabled each bubble to keep active at play times. Children started to regain lost fitness through active play and could do so safely.	

	Whole School Skipping Week – Purchase of class skipping ropes and resources to enable all classes to take part in the SSP skipping week. Children took part in bronze, silver and gold level skipping skills over a two week period.	£200 for KS1 and 2 skipping rope class sets £25 for skipping resource file	Children have developed an enthusiasm for skipping and it has become a regular feature at playtimes. By taking part in this initiative, younger children in the school have learnt a fundamental core skill. Older children have developed a wide range of skipping skills, which they have continued to develop and practice at playtimes, helping them to get fitter and more active.	School to participate in an annual while school skipping event as part of a healthy lifestyles week next academic year.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 2%
Intent	Implementation		Impact	
Increase staff confidence in the delivery of tennis	Year 3 and 4 teachers received 6 weeks of training, working alongside a qualified LTA coach. Children and teachers in EYFS and KS1 also received taster sessions with the same coach. All of the latest LTA schools tennis schemes of work and lesson plans/resources have been uploaded on the school google drive to support staff in delivering high quality tennis.	Coaching free from LTA using £250 voucher Purchase of new rackets and balls £370.30 Specialist mini tennis balls £54.17 LTA resources and lesson plans were free	Staff were very enthusiastic about the sessions they were part of and provided positive feedback. Teachers reported that they now feel more confident in delivering tennis and benefitted from seeing how skills can be progressed. The children from Year 3 and 4 reported how much they enjoyed the sessions and wanted to continue participating in tennis. Children requested that a tennis club be organised which we are looking to set up for next academic year.	Teacher training and breakfast club with local LTA coach will continue in to next year to support future links with local tennis clubs and secure a community link at our local tennis hub.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 1%

Intent	Implementation		Impact	
Restarting participation in extra-curricular sport and adapting the PE curriculum for bubble life	<p>Hockey, football, running, fundamentals and cricket clubs being initiated to kick start children in to participating in extra-curricular activities under COVID restrictions.</p> <p>Risk assessment completed and regularly reviewed for the sharing of PE spaces and use of equipment</p>	<p>Cricket balls and Footballs purchased to support the running of clubs £292.60</p>	<p>Attendance at after school clubs increased significantly showing the need and demand for extra-curricular sport. Attendance figures proved that children were keen to participate in clubs and provided opportunities to improve skills and fitness levels.</p> <p>Attendance figures: 36% of Year 3 and 4 children attended hockey club</p> <p>57% of children in Year 5 and 6 attended football club</p> <p>40% of EYFS children attended fundamentals</p> <p>38% of Year 5 and 6 children attended running club</p>	<p>With COVID restrictions being reduced and sports governing bodies providing updated advice, we plan to put on a full programme of extra-curricular activities, which will be delivered by staff and external providers.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Encourage whole school participation in virtual competitions during Covid restrictions to increase fitness and improve wellbeing	<p>As a whole school we took part in the following virtual competition provided by the South Cambs School Sport Partnership –</p> <ul style="list-style-type: none"> • Friendship mile • Santa Run • OAA festival • Skipathon <p>The whole school also took part in a Red Nose Day running event on the field all day.</p>	£900 SSP subscription for competitions and programmes	<p>All classes took part in the Friendship Mile, Santa run, Red Nose Day Run and Skipathon. These events really united the school community with staff and children working together to celebrate themes. These events helped to improve children’s and staffs attitudes towards the need for developing fitness across the school following the health and wellbeing issues created by lockdown.</p>	Looking to next year, we will be taking advantage of the provision being put on by the South Cambs SSP – with their new focus of for all, targeted and competitive events. This will ensure that all children in school will be able to represent their school and take part in competitive events, as well as friendly festivals.