

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:

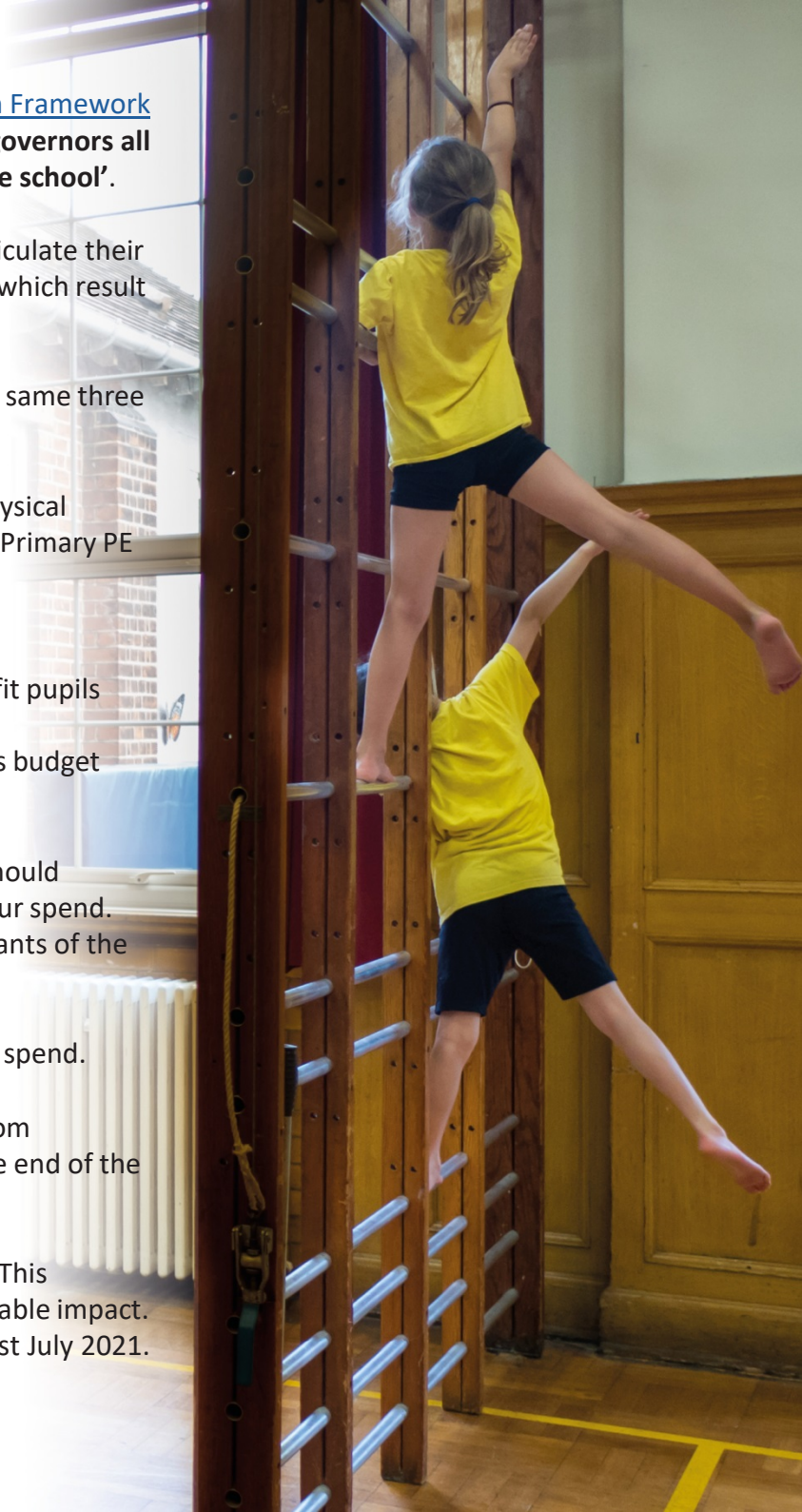
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Remote learning was supported through SSP website, with many videos to enable children to access physical activities while at home. • Online CPD sessions for staff to deliver PE sessions for KS1 and KS2 • Resources were made available to pupils via Google classroom so they could access mental wellbeing activities. • Regular live zoom sessions for children to take part in during and after school time. • Children were encouraged to post pictures/videos of themselves taking part in physical activities • Access to virtual sports competitions (virtual Sports Hall Athletics) and 'Activities at Home Challenges' • Key worker children had access to online and in school physical education (encouraged to bring in bikes and scooters for use on playground). 	<ul style="list-style-type: none"> • Recover levels of fitness and physical activity to that previous to pandemic • To use sport to reintroduce social aspect (communication, team building, resilience) of children's lives. • To engage an ever-wider range of young children in sport. • To enable teachers to rebuild confidence in delivering PE lessons • The use of clubs to offer a range of sporting opportunities • To retain the ability to use online learning whilst moving to face to face learning • To assess the attention to children's and staff's mental health needs as it has been affected by the pandemic • To improve swimming ability for children throughout the school

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

Delete as applicable

Total amount carried forward from 2019/2020 £4339
+ Total amount for this academic year 2020/2021 £19549
= Total to be spent by 31st July 2021 £23888

<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>	31%
<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>	31%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	27%
<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: £23888		Date Updated: July 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:
					%
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:
SSP 'BASIC MEMBERSHIP MODEL – Physical and Health and Wellbeing strands To impact on all students in Key Stage 1 and 2. Please note some aspects are deliberately targeted at least active children. 1. To build regular physical activity into the school day for all students. 2. To provide a breadth of opportunities for pupils to be active daily including break, lunch and cross curricular activities. 3. To work with the wider school	1. Healthy lifestyle assembly made available to all children via virtual delivery from SSP 1. Children to regularly take part in Daily Mile 2. Deliver to a target group of children in Year 1/2 the SSP Fit4Action health intervention 6-week programme 2. RISE academy provides lunch time clubs for targeted year groups and children 2. Staff and children given activity cards to enable independent play during breaktimes. Training on these was given during Term 1 PE sessions.		Points 1-6 are all funded through SSP Basic membership. £1950 RISE membership £1920 Fit4Action x 14 sessions £2800	1. Class discussions and worksheet completed by children 1. Children understand need for regular active breaks. Children look forward to getting outside, often ask to go out. 2. Autumn Term x 7 sessions from September – October. Target children enjoyed the sessions and wanted them to continue. Children observed in future PE sessions 2. Summer Term x 7 sessions from May-June. Target children enjoyed the sessions and wanted them to continue. Children observed in future PE sessions	1. Staff to attend assembly and provide opportunities for follow up tasks in class. 1. Investigating setting up a Daily Mile Track around the school so that children can complete the walk in Winter months. 2. Fit4Action philosophy used for other groups within the school 3. Once Getset4PE is embedded within the school, survey teachers to find out if it has improved teaching of PE. 3. Organise CPD training in conjunction with CPRSSP once per term. 4. Continue to use CPRSSP to provide a range of clubs and team teachers.

<p>community and workforce through targeted CPD to ensure staff are competent and confident in implementing daily activity strategies.</p> <p>4. Through SSP membership – our school has participated in the provision documented in this section with the specific aim of supporting the wellbeing of our students during the pandemic (lockdown period). This has ensured opportunity and access to 60 active minutes per day.</p>	<p>3. Arranged CPD staff sessions including dance CPD</p> <p>3. New scheme of work initiated (GetSet4PE) to provide easier opportunities for staff to access PE lessons</p> <p>4. Creation of SSP web page for the storing and sharing of a wide range of remote learning resources.</p> <p>4. Between January – Easter 2021 the delivery of a daily ‘free to access’ virtual sports and activity club via zoom led by the SSP team. In place to allow children to access extra-curricular sport during the lockdown and restricted period.</p> <p>4. Throughout January, February and March – the SSP delivered a ‘live’ PE afternoon with KS1 and KS2 sessions available through zoom for students at home and in school to access.</p> <p>4. Throughout February and March (during lockdown period) the SSP Get Up and Active daily early morning club was free to access for all students to re-engage students with physical activity and get them ready for the school day.</p> <p>4. A large bank of pre-recorded video resources created by the SSP</p>		<p>2. Children preferred organised games during lunch times and MDAs observed improved behaviour when sessions were in place.</p> <p>3. Staff more confident in teaching certain aspects of PE</p> <p>3. GetSet4PE scheme to be rolled out September 2021</p> <p>Website shared across google classroom and class dojo</p> <p>Virtual daily and live weekly sessions for KS1 and KS2 were shared across google classroom</p> <p>Pupils engaged in virtual sports competitions were registered by uploading results on a excel spreadsheet.</p> <p>Teachers and parents encouraged to access resources with children</p>	
--	---	--	---	--

	<p>team to support at home/in school PE delivery and physical activity participation.</p> <p>4.The creation and delivery of regular physical activity challenges, festivals and competitions delivered virtually to increase participation.</p> <p>4. The SSP provided fortnightly 'home learning' activity cards and packs which were set as daily tasks for PE at home and used by staff in schools.</p>			
--	--	--	--	--

Key indicator 2: The profile of PESSPA 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?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached)</p> <p>1. To impact on all students and staff in Key Stage 1 and 2.</p> <p>2. To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p> <p>3. To ensure all staff access PE</p>	<p>1. Work collaboratively with other schools through the SSP to ensure all students access a range of high-quality experiences and opportunities.</p> <p>1.Support from a specialist PE consultant Anthony Seaman, to help provide planning and delivery advice with the PE lead.</p> <p>2. RISE academy provided support for independent play during</p>	<p>GetSet4PE scheme £825 +VAT</p>	<p>1. GetSet4PE scheme purchased which covers whole school curriculum and support from experts</p> <p>1. After advice given by Anthony Seaman, a survey was sent out to staff to find areas of need. This initiated the purchase of a new scheme of work. 1.SSP have helped resourced the schools during lockdowns by uploading</p>	<p>1. Embed use of GetSet4PE throughout the school and purchase equipment where needed.</p> <p>2. PALS to be used at breaktimes after receiving the correct training.</p> <p>3. arrange 3 sessions across the year to provide teachers with expert experience.</p> <p>4. Teachers to continue to work with outside agencies to provide PE lessons.</p>

<p>specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>4 To provide development support for staff to raise the quality of PE and School Sport on offer which , in turn, will raise the profile of the subject.</p> <p>5. To ensure the PE subject lead is given time to develop the subject and to share learning and best practice across the school.</p>	<p>lunchtime clubs</p> <p>2.PALS training restricted due to COVID restrictions this year</p> <p>3.Staff invited to various training sessions throughout the year including dance, gymnastics and how to enhance PE remotely.</p> <p>4.PE lead attended virtual meetings every half term with SSP and other PE leads. Information shared with staff</p> <p>4. Ensure staff are aware of festivals and events during the school year (virtually and face to face)</p> <p>4. Engage with Team Teaching opportunities through SSP projects, PALS, Flying Start and Fit4Action for teaching and support staff.</p> <p>5. PE lead given half termly subject time to monitor, assess and research PE across the school.</p> <p>5. Staff surveyed to assess shortcomings</p>		<p>virtual lessons, challenges and competitions where all children could participate</p> <p>2.PALS training to resume in September 2021</p> <p>3.Staff that attended the sessions found them useful and improved pupil attendance of virtual sports activities.</p> <p>4. Staff have access to CPRSSP website and termly plan of events to be emailed to staff.</p> <p>4. Team Teaching with Ryan O’Rawe (year ½) and Cally Flinders (Year 5) provided opportunities for staff to gain knowledge of PE delivery.</p> <p>5. Staff survey resulted in new scheme of work to be purchased, outdoor gym equipment for playground to be bought and installed and highlighted that mainly due to COVID restrictions, less PE was being taught.</p>	<p>4. Resend CPRSSP website details to remind staff of the opportunities and resources available.</p> <p>5. To monitor impact of getset4pe and survey staff and children</p> <p>5. Provide updated Long term plan for PE, working with staff to create this.</p>
---	--	--	--	--

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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached)</p> <p>1. High Quality PE is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>2.To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>3.To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>4.To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>5.To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>6.To ensure students can select and make choices to participate in a wide</p>	<p>1. Working collaboratively with the SSP and RISE Academy to ensure that all children have access to high quality PE teaching and experiences.</p> <p>1. Remote CPD sessions provided by SSP to gain new learning and resources sent remotely to support home learning and key worker children.</p> <p>2. Sessions organised via zoom to deliver CPD on Dance and gymnastics</p> <p>2. Team teaching in years 1/2 3, 4 and 5 upskilled teachers in a variety of activities</p> <p>3. RISE Academy and SSP providers give high quality teaching to support teachers within the school.</p> <p>4. Access to long term</p>		<p>1. Resources from SSP uploaded to Google classroom, including live PE sessions, competitions and various challenges that all children could access</p> <p>1. Children returned work to classroom to show what challenges they had worked on at home.</p> <p>2. Teacher confidence has improved after remote sessions.</p> <p>3. Enthusiasm for PE has increased by the children since returning to school.</p> <p>4. Impact of new scheme yet to be assessed.</p> <p>5. Children made use of resources during lockdowns and sent in evidence of completing activities.</p>	<p>1. Use SSP membership to its full effect. Children to continue to work with SSP and RISE in lessons and clubs Virtual activities remain available to staff and children</p> <p>2. To arrange CPD sessions in school (3 per year) Staff to be given training on how to use getset4pe to best effect. Termly staff surveys to gauge opinion.</p> <p>3. New scheme to provide a wider range of sporting activities. Easing of COVID restrictions will enable more opportunities for PE in school, competitions and clubs.</p>

<p>range of their chosen extra-curricular activities , delivered by highly motivated and competent staff.</p> <p>7.Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p> <p>8.To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p>	<p>planning via new PE scheme will provide a broader range of physical activity.</p> <p>5. SSP resources uploaded to Google classrooms during home learning and links provided to CPRSSP website.</p> <p>6. Before and after school clubs limited due to COVID restrictions but lunchtime clubs in bubbles were provided.</p> <p>7. Children took part in both virtual and face to face competitions with other schools in the area. Tri-golf tournament, sports day, Mini sports leaders, adult/kid challenges.</p> <p>8. SSP and RISE sports leaders provide expert tuition on a range of healthy activities.</p>		<p>6. A more complete range of extra-curricular activities will take place in the new school year.</p> <p>7. Children only exposed to a small amount of competition against other schools (Tri-Golf tournament) but those that went greatly enjoyed the day.</p> <p>8. Support from SSP has enabled PE lead to gain knowledge to provide higher quality subject knowledge.</p>	<p>4. Review and reinvent long term plan for whole school.</p> <p>5. Differentiated lesson plans within GS4PE show importance of PE and healthy lifestyles. Active lives assembly to be organised.</p> <p>6. Continue using SSP, RISE and GS4PE scheme.</p> <p>7. Utilise competitions calendar and share with staff.</p> <p>8. Continue using SSP, RISE and GS4PE scheme.</p>
---	---	--	--	--

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 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>Additional achievements: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached)</p> <ol style="list-style-type: none"> School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2 To ensure every child has the opportunity to represent the school in an external inter school competition, league or festival and be able to articulate how this made them feel. To develop the 'peer' workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active. Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games. Students to be equipped by 	<ol style="list-style-type: none"> Access to broad range of Festivals, competitions and leagues. Preparing children. (Adapted delivery – a full calendar of virtual events, competitions and challenges) Children entered into Tri-Golf tournament that would not normally be selected for sports. 2. Wide range of children were able to access virtual PE lessons and home activities. 2. Bikeability sessions were provided for those who needed to improve their cycling skills PALS training put on hold during pandemic. Purchase of getset4pe scheme to improve range of sports and skills in order to compete and participate. Engaging different students in performance-based opportunities such as the Dance Festival, Cheerleading 		<ol style="list-style-type: none"> SSP have helped resourced the schools during lockdowns by uploading virtual lessons, challenges and competitions where all children could participate. Encouraged children to do well in class so that they can represent the school on external PE events. Increased use of bikes and correct use thereof. PALS to be reinstated for year 5 and 6 (Sept. 2021) Impact of getset4pe yet to be seen. Impact of getset4pe yet to be seen Outdoor gym to be installed Sept 2021. Impact yet to be seen. Lunchtime and afterschool 	<ol style="list-style-type: none"> Use SSP membership to its full effect. Children to continue to work with SSP and RISE in lessons and clubs Virtual activities remain available to staff and children Use the events section of CPRSSP website to book competitions and festivals, including Bikeability Monitor impact of PALS over the course of the year. Questionnaire to be given to children to assess impact of new scheme. Audit PE equipment throughout the year to provide or replace. Impact of GS4PE to be assessed throughout the year. Continue variety of clubs and change them through the year, provided by SSP See above Use of GS4PE and child

<p>the end of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>6. To support each individual child to find 'their' chosen sport or activity.</p> <p>7. To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>8. Our students will be able to use correct sporting terminology across a broad range of sports.</p>	<p>Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities. (Adapted delivery – SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer).</p> <p>5. Purchase of getset4pe scheme to improve range of sports and skills in order to compete and participate. Engage with Active Kids Festivals (Adapted delivery – through virtual festivals, videos and resources)</p> <p>6. Use of virtual sports videos via CPRSSP website and outside tuition from SSP and RISE academy engaged children with a wide range of sports. Purchase of new sports equipment (including outdoor gym)</p> <p>8. Outside agencies and staff required to use correct language and sporting behaviour during PE lessons and play times.</p>		<p>clubs to return September 2021</p> <p>8. Children able to articulate more accurately during lessons.</p>	<p>surveys to find evidence for this.</p>
---	--	--	---	---

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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached)</p> <ol style="list-style-type: none"> School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2. To identify a wide range of sporting festivals and sports for our school and students to participate in. To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience. To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver. Students to understand and be able to deal with emotionally , 	<ol style="list-style-type: none"> Using the wide range of resources available by CPRSSP (in person and virtually), children have access to a broad range of sports. Football league not attended due to COVID restrictions Virtual festivals provided by SSP gave every child the chance to take part in and record their participation. Sports Day held in July 2021 with each child assigned to a house. <p>In the run up to Quad kids competition, children competed against each other to find final competitors.</p> <ol style="list-style-type: none"> By winning and losing in competitive sports (eg athletics), children are able 		<ol style="list-style-type: none"> SSP have helped resource the schools during lockdowns by uploading virtual lessons, challenges and competitions where all children could participate. Football and netball competitions to be reinstated September 2021 Children recorded their participation on google classroom When competing against each other, children were more active and competitive. GetSet4PE scheme provides opportunities to discuss sporting ability and promotes perseverance, resilience and teamwork which are useful away from PE 	<ol style="list-style-type: none"> Use SSP membership to its full effect. Children to continue to work with SSP and RISE in lessons and clubs Virtual activities remain available to staff and children Keep records of children attending festivals and clubs to ensure every child participates somewhere during school SSP and RISE clubs to be available to all throughout the year. Participate in as many festivals as possible. To provide a full school sports day next summer with warm up competitions in the build-up. Use of PSHE to enable children to understand that winning and losing are part of sport and life in general.

both winning and losing in sport.	to articulate how they feel and are encouraged to discuss this with their peers.			
-----------------------------------	--	--	--	--

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