

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](https://www.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:
▪ New PE scheme 'Primary steps in PE' introduced in September and then embedded throughout the year. Staff all much more confident with delivery of PE and all have given great feedback. Carried out staff audit and found staff felt differentiation was something they would benefit from observing in CPD day with OD. ▪ Funded coaches for after school clubs so all children could access a range of sports activities including street dance, gymnastics and archery. ▪ Move with Zip Active purchased to support PD EYFS goal. ▪ Children had access to a range of virtual PE lessons and they were able to share their achievements with class teacher. ▪ Netball court markings redone. ▪ Audit of PE equipment.	▪ Purchase of scheme of work for EYFS. ▪ Expand opportunities for children to take part in a range of physical activities without relying on coaches to come in. ▪ Consider the use of virtual support and coaches to continue CPD for staff. ▪ Purchase yoga scheme of work and provide CPD for staff to teach this, ▪ Involve children in virtual sports competitions. ▪ Half termly PE challenge on the website to encourage children to keep active while at home. This will support children in achieving 30 mins of activity at home as well as at school. ▪ From January, ACES coaches to teach mindful PE to each year group. This will then be revised during the half term to consider how we use ACES going forward.

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

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: £ 10605	Date Updated: 10.12.20	
What Key indicator(s) are you going to focus on? Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total Carry Over Funding: £10605
Intent	Implementation		Impact	
To ensure all children have the opportunity to experience a range of sports and activities.	- Purchase Caboodle virtual gymnastics coaching to support teaching in KS2. - ACES coach to teach mindful PE - Extra gymnastics equipment for the second hall (including mats tbc)	Carry over funding allocated: £1895.00 £1820 £99 £6609.17	Evidence of impact: - Caboodle purchased and now used in KS2 so children can now have proper gymnastics coaching as well as CPD for staff. - Children can now make much more progress in gymnastics lessons with extremely engaging frames which are now safe for children to use.	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: - Purchase yoga scheme and CPD at Yoga at School. - Purchase yoga mats. Total spent: £10423.17

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.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	43%
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 (covid)

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: £ 19560		Date Updated: 10.12.20		
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:
						23%
Intent		Implementation		Impact		£4490
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: £6000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

▪ A continued increase in physical activity at playtimes/lunchtimes through equipment and new playground markings for children in KS1 and KS2 ▪ Continue an improved structure of physical activity games at lunchtime with safe 'sectioned' zones. ▪ Playground leaders to feel equipped with the skills required to deliver physical activity stations and more confident to do so independently, including skipping skills stations and games. ▪ Children identified as being 'less active' will increase the amount of physical activity they participate in during the school day.	▪ Continue the Golden Mile using the new track on the KS2 playground in a staff meeting and whole school assembly. Children to complete class charts and aim to take part at least 3 times a week. Certificates to celebrate achievements every half term. ▪ From Autumn 2 - Premier Sport coach to work alongside lunchtime supervisors to support in delivering high quality activities and clubs at lunchtimes (Wednesday & Friday KS2) ▪ (From March) ACES PE teaching company to start coming into school one lunchtime a week to increase lunchtime activity further and provide a range of activities children have not yet experienced. ▪ (From Jan) ACES to provide 'mindful PE' which will involve yoga and Pilates. This will be critical in supporting children's wellbeing after the COVID-19 crisis. ▪ (Jan) ACES to also provide 'Social PE' where pupils develop social skills such as conflict resolution,	£990 lunchtime club with Premier Sport £1000 for lunchtime equipment £2000 for PE equipment £500 supply cover £4490	▪ Lunchtime and playtime equipment have continued to be audited by NK and RM and new equipment has been purchased according to what children and what lunch time assistants have requested. Children have a wide range of equipment and choice at lunchtimes which is increasing their participation in physical activity. ▪ All children have engaged in lunchtime clubs running on Wednesdays and Fridays across KS1 & 2. ▪ ACES provided online 'mindfulness' PE during covid to introduce children to yoga. ▪ ACES then provided a range of 'social PE' activities for each year group to encourage children to work together in team building activities which the children were very engaged in and enjoyed.	▪ PS and ACES to continue to work alongside teachers next year. ▪ PS to continue to work alongside lunchtime supervisors on Wednesdays and Fridays next year to ensure as many children as possible engage in PA. ▪ NK/RM to have time out next academic year to update PA policy with support from SLT. ▪ TAs and lunchtime staff to be trained to deliver active playtimes. ▪ After school clubs to start from September. ▪ Update the Physical Activity policy once PE Subject Leader has attended training. ▪ Continue to raise the profile of mindful PE and yoga.
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	teamwork, communication and trust to improve classroom behaviours and performance. Structured lessons embed routines and encompass core school values.				
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		£595.95

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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Improve the range of ways children, parents and staff are kept up to date with PE and sport in school to ensure they are well informed about PE and sporting events and the opportunities that are available to them both in and out of school. - Continue to ensure children's achievements in PE and sport are celebrated to raise the profile in school. - Improve the profile of PE and sport throughout the whole school day, including playtimes and lunchtimes, to engage more children in physical activity and allow them to see the importance of sport in school.	- Apply for the Sainsbury's School Games. PE Subject Leader to ensure the criteria is met during the year. Continue with promoting school games and ensure School Games is promoted in school (have a specific notice board and certificate to be displayed in the entrance. - Keep the school website up to date with PE and sporting events, extra-curricular clubs, competitions and the impact of the Sports Premium funding at regular intervals. - Create a PE award for competition winners and for children who have performed well/tried hard in PE. - All staff to have new PE tops/hoodies to promote PE throughout school.	£595.95 for staff PE kit	- Due to COVID-19 SGM was postponed and we will continue with Silver award. - All children have come to school in PE kit on PE days meaning all children can engage in PE lessons. - PE certificate created by PJ – this will be circulated from September to all teachers. - Website evidences a range of PA and sports throughout school raising profile.	- Continue to update the website with ideas of how children can exercise and home and any upcoming sporting events and clubs both in and out of school. - Ensure all current staff have the correct Beechwood PE kit. - Distribute the Sport award PJ has created and raise the profile within school. - Update the display in hall with more current sporting events/activities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				26%
Intent	Implementation		Impact	£5012.50
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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improved quality of children's physical education in Key Stage 1 and 2 to ensure they are competent and confident.	- PE Subject Leader to provide updates throughout the year in staff meetings. - Continue to have Premier Sport in (After Easter) school to work with new teachers next year. Ensure staff working with coaches to team teach and develop their pedagogy in teaching different areas of the PE curriculum the following year. - ACES to start coming into school (Jan) and provide support to teachers in delivering 'Holistic PE' including mindful PE and Social PE to help support the wellbeing of children and increase the confidence. - PE Subject Leaders to attend Active School subject leader training.	£1200 Active Schools Membership £125 – EYFS scheme of work Premier - £2420 Caboodle – use last year's funding ACES- £1267.50	- Caboodle purchased for school as well as two new IWBs for both halls meaning teachers have continued access to online resources. - PS have provided CPD for all year groups working alongside class teacher to continue increasing staff confidence in teaching PE. - ACES have provided CPD for all year groups. - All teachers have recorded PE levels on Otrack so subject leaders can access all these levels across the school. - EYFS now have the same scheme of work as the rest of the school to increase staff knowledge.	- Continue to have Premier Sport in school to work with new teachers next year. Ensure staff working with coaches to team teach and develop their pedagogy in teaching different areas of the PE curriculum the following year. - ACES to continue to come into school and provide support to teachers in delivering 'Holistic PE' including mindful PE and Social PE to help support the wellbeing of children and increase the confidence of staff. - Arrange a staff meeting with DR (Active Schools +)

- so support active learning.
- Purchase EYFS 'Primary steps in PE' planning to support EYFS PE lessons.
- Teachers to record levels on O Track. This ensures that progress and achievement in the subject can be tracked at a whole school level.
- Purchase gymnastics virtual coach scheme (caboodle) to increase staff confidence and subject knowledge in teaching gymnastics.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				38%
Intent	Implementation		Impact	£7429.17
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: 15560	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Improved range of sporting experiences available for all pupils across Key Stage 1 and 2. - Increase the number of pupils leaving KS2 able to swim at least 25 metres.	- Purchase yoga scheme and purchase yoga mats for ks1 and 2. - Purchase new gymnastics frames and have old ones removed for one of the halls - A range of different sports such as tag rugby, tennis, kwik cricket, dance, gymnastics, skipping, netball and football to be taught across school during PE lessons. - A variety of different sports to be offered to all children across school during 'Spirit Alive' week in the summer term such as dance, yoga, football and kwik cricket. - A range of different lunchtime sport clubs offered on a rotation to pupils across Key Stage 2 on Wednesdays.	£6609.17 £125 RW sports £695.00 £7429.17	- Spirit alive – all KS2 children participated in tri-golf and ultimate Frisbee in Summer which gave children a chance to experience a new sport. - Spirit alive – all KS1 children participated in archery in Summer which gave children a chance to experience a new sport. - Yoga was introduced in each year group to introduce children to a relaxing and calming sport which can support their wellbeing and mental health. - LTP updated to ensure a range of sports are being taught throughout each year group.	- ACES to teach lacrosse, OAA and tri-golf across the school so children are able to take part in sports they would not usually experience. - Nicola Booth to come in and deliver a block of street dance to Y5 in Spring. - Sports clubs to begin again with ACES and PS providing one hour of after school club each. - TW and TB to restart a range of clubs including cricket, rugby and football etc. - School to continue to pay for after school clubs using SPM to ensure all children have the opportunity to take part in different activities. - Purchase yoga mats and yoga scheme.

	• Premier Sports to teach fencing to Year 5 to provide all children with a sporting activity they wouldn't usually be able to participate in. • Continue to seek out taster sessions so children can have the opportunity to participate in a wider range of sporting activities. • LTP to be updated.			• Year 4 to take part in swimming lessons as they missed this in Year 3. Swimming to continue as a Year 4 activity. • Seek out any sessions
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Signed off by	
Head Teacher:	S.Lanforth
Date:	30.7.21
Subject Leader:	N. Karagic and R.Magill
Date:	20.7.21
Governor:	C. Dobson
Date:	30.7.21