

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



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SPORT  
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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](http://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. **All funding must be spent by 31st July 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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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0

## Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p><b>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</b></p>	<p>Due to COVID 19, unfortunately the year 6 cohort haven't been able to swim this year.</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><b>N.B.</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.</p> <p>Please see note above</p>	<p>Due to COVID 19, unfortunately the year 6 cohort haven't been able to swim this year.</p>
<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>	<p>Due to COVID 19, unfortunately the year 6 cohort haven't been able to swim this year.</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Due to COVID 19, unfortunately the year 6 cohort haven't been able to swim this year.</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?

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:		Date Updated:		
<b>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</b>					Percentage of total allocation: Total: £1,200.	
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:	
. Salaries fully paid for 2.5 days of sport coaching to support the delivery of all areas of the PE National Curriculum with the class teachers and to deliver after school clubs for certain selected year groups.	. Class teachers to engage in CPD PE lesson delivery with a sports coach. . To ensure that teachers feel fully supported and levels of confidence are increasing from exposure to a variety of different sports/ skills. . All elements of the PE National Curriculum are planned and delivered occurring to the PE long term planning. . Our children are progressing and gaining high quality skills, knowledge and understanding of a variety of different aspects of PE. .For our children to develop a healthy mindset towards PE and for all pupils to engage in physical activity weekly.		In key indicator 3	. Unfortunately, due to COVID 19 our school paused after school clubs for this academic year. . Our children still were able to be at least active for 30 minutes a day with PE provision going online or delivered to children of keyworkers/ vulnerable. . Joe Wicks, Yoga, PE lessons/skills online meant that we encouraged over 30 minutes easily per day.		. What would happen if we didn't have the sports premium funding? . Is this method the best value of money for our children? . Will more class teachers be teaching their own PE lessons by this time next year? . Are the sport coaches receiving all the current, up to date information about PE to pass on their wisdom? . Are there any skill gaps that need addressing? (Children and staff)

<p>. For £200 to be spent on equipment for each year group whilst the classes are still operating in class bubbles and there is restricted movement around school.</p>	<p>. Sport coaches/ class teachers and PE lead to inform TO of their wish lists for ordering linked to the PE planning for their year group.          . £200 allocated for each year group Y1-Y6.</p>	<p>. £1,200</p>	<p>. This reduced cleaning time as the equipment isn't being shared between year groups which maximised teaching and learning time.          . The children were still able to access their PE resources which matched their current learning.          . Children were encouraged to get outside as much as possible during this time (COVID 19) therefore excelled the 30 minutes physical activity with high quality resourcing.</p> <p>POTENTIAL WIDER IMPACT AS A RESULT OF ABOVE:          .Pupils are more active in PE lessons .          .Attitudes to learning improved.          .Better concentration.          .Improvements to SATs results.</p>	<p>. Will our school be able to afford PE purchases annually?          . When restrictions ease will the PE equipment stay divided up or collected up to a central location?          . Which method is easier and most beneficial to ensure equipment is kept well and monitored?          . Any other resources which could mean every child was achieving 30 minutes physical activity?</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
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:
. For £200 to be spent on equipment for each year group whilst the classes are still operating in class bubbles and restricted movement around school.	. Actions already listed in key indicator 1.	In key indicator 1.	. Still during a very difficult situation (COVID 19) by providing high quality resources/ equipment across the whole school children's attitudes and progression in PE has improved at a time where their health and fitness has never been so important.  POTENTIAL WIDER IMPACT AS A RESULT OF ABOVE: . Continuing the love for PE to fit tightly with our school's 'sporty' listed in the school's motto. . Children having a positive, healthy relationship towards physical activity.	. What areas of PE require whole school improvement? . How is improvement measurable?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Total: £17,446.      %
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>. Salaries fully paid for 2.5 days of sport coaching to support the delivery of all areas of the PE National Curriculum with the class teachers and to deliver after school clubs for certain selected year groups.</p> <p>. Staff to deliver/ support of a lunchtime / after school club during the academic year.</p>	<p>. For all class teachers to spend at least 50% of their PE time working alongside a sports coach.</p> <p>. Include the sport coaches as part of the annual appraisal process so they are accountable for increasing the confidence, knowledge and skills of staff members.</p> <p>. Ensure that there are plenty of opportunities throughout the school year for staff to express their own learning paths for PE.</p> <p>. To make sure that lunch/ after school clubs match the staff members interest/talent.</p>	£17,446	<p>. Each year more and more class teachers are delivering their own PE lessons, during restrictions in class bubbles every teacher at some point delivered their own PE sessions, carefully planned, and monitored by the sport coaches and content from Google Classroom.</p> <p>. 5 classroom teachers are now teaching some elements of their own PE every week.</p> <p>. A variety of different skill set is being demonstrated from the staff, we have a very talented staff team.</p> <p><b>POTENTIAL WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <p>. Skills, knowledge and understanding of staff and pupils are increased significantly.</p> <p>. Staff and pupils enjoy PE and Sport and are keen to take part and demonstrate a real desire to learn and improve.</p>	<p>. Unfortunately, as a school our after-school clubs were paused for this academic year.</p> <p>. Will our school have a variety of different sports available for after-school again?</p> <p>. Do our staff team require support from external providers as well as our sport coaches?</p> <p>. The biggest aim is for 2021-2022 for all class teachers to be teaching some of their own PE lessons.</p> <p>. Is the employment of sport coaches the best value of money for our staff members to learn?</p> <p>. Are there any CPD workshops or online contents that would aid the skills, knowledge and understanding of PE for the PE, sport coaches and any teacher of sport?</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:
. For JS to be employed as a sports coach for active breakfast club 8 until 8:50am daily.	<ul style="list-style-type: none"> <li>. To discover the children's interests and find out what sports the children haven't had the opportunity to practise and progress in.</li> <li>. Make sure we have appropriate and high-quality resourcing/ equipment to broaden experiences for our children.</li> <li>. Ensure that breakfast club is still open to all (Year 1-6).</li> <li>. To make sure JS is equipped to coach a variety of sports/ activities to the children.</li> <li>. If JS requires any support/ CPD if realistic and manageable to provide, then to do so.</li> </ul>	£3,189	<ul style="list-style-type: none"> <li>. COVID 19 restrictions during school closure meant that the intention of breakfast club for all had to change.</li> <li>. Breakfast club allowed key worker and vulnerable children the opportunity to broaden their experience of a variety of different sports/ activities.</li> <li>. These children were active from the second they arrived and mentally and physically prepared them for the day ahead.</li> <li>. Yoga became a popular choice for the children in school which wasn't prior to this school year.</li> </ul>	<ul style="list-style-type: none"> <li>. When safe to do so will we be able to commit to a physical 45minute breakfast club for all again?</li> <li>. Can we provide other opportunities in the school day to reach out to all pupils?</li> <li>. Much of our schools PE sports funding goes on the employment of staff to plan, deliver, and support our PE provision. Is this sustainable?</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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>. Unfortunately, due to COVID 19 our school didn't manage to compete in the normal full active and successful competitive calendar as before.</p> <p>. Each class was encouraged to complete class challenges, competitions, and teamwork activities whilst in their class bubbles or during key worker/ online learning.</p>	<p>. To ensure that our children are still being given the opportunity to explore and develop their competitive nature whilst in restricted class bubbles or learning from home.</p> <p>. When safe to do so start competing in the local and wider community.</p>	£0	<p>. Springbank attended:</p> <p>. The Broxtowe Sportshall Athletics</p> <p>. Inclusive Games and The Kimberley Leisure Centre</p>	<p>. Has the competitive calendar resumed for 2021-2022?</p> <p>. When safe to do so will our children be given the opportunity to increase participation in competitive sport?</p> <p>In previous years prior to 2020-2021 it has been one of our school's PE aims to allow every KS2 child the opportunity to represent our school in a sporting event/ competition, will we be successful for 2021-2022?</p>

Signed off by	
Head Teacher:	
Date:	July 2021
Subject Leader:	Miss Keetch
Governor:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University