

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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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:

1. 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

2. 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:
<p>School Games Mark (Bronze Award) achieved for 2018/2019 – currently unable to reapply due to suspended application until 2022 therefore School Games Mark (Bronze Award) remains in place.</p> <p>Quality of PE curriculum provision has improved</p> <p>Significant increase in extra-curricular enrichment clubs</p>	<p>Crucial development of attainment in swimming</p> <p>Increase engagement of less active children in regular physical activities through sport participation</p> <p>Provide legacy facilities from sports premium funding</p>

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

YES/NO * Delete as applicable

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: £	Date Updated:		
What Key indicator(s) are you going to focus on? 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				Total Carry Over Funding: £168
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p><i>Aim to raise the profile of PE both in the classroom and outside of it – giving children a wider range of equipment and support to engage with physical activity during their break times.</i></p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p><i>Purchasing of equipment for curriculum development – focusing on bringing physical activity in all areas of the curriculum via Now Press Play.</i></p>	<p>Carry over funding allocated:</p> <p>£168</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p><i>All classes are fully engaged in Now Press Play leading to increase in physical activity during lessons.</i></p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p><i>Having been awarded Flagship status for the schools innovative use of Now Press Play for encouraging physical activity in lessons, we aim to continue this in 21/22.</i></p>

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 2021.	20/23 16/23 78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	18/23 18/23 78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	18/23 16/23 74%
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:	
<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: 9%
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:
<i>Aim to raise the profile of PE both in the classroom and outside of it – giving children a wider range of equipment and support to engage with physical activity during their break times.</i>	<i>Purchasing of equipment for curriculum development – focusing on bringing physical activity in all areas of the curriculum via Now Press Play.</i>	£1300.50	<i>All classes are fully engaged in Now Press Play leading to increase in physical activity during lessons.</i>	<i>Having been awarded Flagship status for the schools innovative use of Now Press Play for encouraging physical activity in lessons, we aim to continue this in 21/22.</i>
<i>Aim to well resource our curriculum sessions effectively through the purchasing and replacing of equipment to ensure high quality provision can be provided.</i>	<i>Purchasing of equipment for curriculum areas and break/lunch periods to encourage active engagement in physical activity.</i> <i>Employment of a Lunchtime Activity Leader to oversee and encourage engagement in physical activity.</i>	£157.41	<i>Break/lunch and curriculum provision is far superior to previous years.</i> <i>Prior to COVID-19 restrictions being implemented, there was a significant increase in participation in physical activities at break/lunch time.</i>	<i>Curriculum sessions are now well resourced for the forthcoming year. A wider range of equipment will continue to be sourced for break/lunch to ensure engagement in physical activity continues to improve. This strategy will continue to be developed in 2021/22.</i>

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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:
<p><i>Sport, PE and physical activity are central to the school culture</i></p> <p><i>Young leaders will continue to develop their role and have more responsibility.</i></p> <p><i>Support development of Healthy School culture</i></p>	<p><i>Regular reporting of sport events that children have participated in via the school social media outlets.</i></p> <p><i>Display boards in the school showcase sport.</i></p> <p><i>Coaching from Club Doncaster Foundation in the role of Playground Leader.</i></p> <p><i>Plan regular opportunities for food exploration and cooking opportunities that are built into both the school curriculum and enrichment curriculum.</i></p>		<p><i>Children and parents surveyed regarding sporting activities and opportunities they have had access to.</i></p> <p><i>Parents encouraged to share sport and physical health engagement activities during lockdown via the school social media outlets.</i></p> <p><i>Feedback from Club Doncaster Foundation Coaches about children development in the role.</i></p> <p><i>Review of school curriculum to identify opportunities to cook and learn about food.</i></p> <p><i>Development of Children's Kitchen through which cookery provision will centre.</i></p>	<p><i>As young leaders are changed annually we will continue to develop this area in 2021/22.</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
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:
<i>Aim to upskill our staff team in the delivery of high-quality PE sessions – through deployment of professional and highly qualified sports coaches to model, deliver effective CPD and support development of PE curriculum provision.</i>	<i>Club Doncaster Foundation coaches employed to further support teaching staff knowledge and understanding of identified areas of CPD.</i>	£5000	<i>Staff confidence in delivering PE has increased through observations of PE lessons and feedback from Club Doncaster Sports Coaches.</i>	<i>Staff have indicated that this is an area that they wish to receive support in and, as such, we will continue to develop this through in 21/22</i>
<i>Aim to upskill staff in the delivery of our outdoor curriculum through Forest School provision.</i>	<i>Level 3 Forest School/Outdoor Curriculum Leader employed to further support teaching staff knowledge and understanding of identified areas of CPD.</i>		<i>Staff confidence in delivering outdoor activities through observations and feedback from Forest School/Outdoor Curriculum Leader</i>	<i>Staff have indicated that this is an area that they wish to receive support in and as such, we will continue to develop this through in 21/22.</i>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				56%
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:
<i>Aim to offer children a board range of experiences linked to physical health and engagement in sporting/outdoor activities.</i>	<i>Employment of Level 3 Forest School/Outdoor Leader linked to development of engagement with outdoor activities.</i>	<i>£10,217</i>	<i>Feedback from children participating in 12-week programme of Forest School (3x per year). All children to access Forest School/Outdoor Learning provision every 2 years.</i>	<i>Teachers and pupils have found these sessions to be highly engaging – with positive impacts on mental wellbeing, behaviour and engagement of pupils participating so far.</i>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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><i>Aim to offer all children the opportunity to engage with competitive sport across a wide range of disciplines – striving to remove any barriers to this (background, accessing competitions and confidence in ability).</i></p> <p><i>Aim to promote inter and intra school competitions to help tackle these barriers.</i></p>	<p><i>Subscription to local Schools Sports Partnership (SSP) – expanding our offer to children regarding external competitions in the local area. Many events either held at a local site (Howden Secondary School) or at our school – helping tackle the barrier of accessing competition in regarding travel and expenses.</i></p> <p><i>Subscription to Club Doncaster Foundation – expanding our offer to children regarding external competitions in a regional and national area. Many events held at The Keepmoat Stadium, Doncaster – funding used to support children in attending such events.</i></p> <p><i>Membership of both partnerships provides support and development of PE Leader with opportunities to attend regular School Sports Co-</i></p>	£1,275	<i>Due to COVID-19 restrictions, there have been no external sports competitions since March 2019.</i>	<p><i>The structure and support offered by both subscriptions has been extremely helpful for engaging children in competitive sport both locally and regionally.</i></p> <p><i>However, due to the closure of schools in March 2020, and subsequent restrictions regarding school to school and external sporting events, the school has not been able to offer many of the opportunities that would have usually been available.</i></p> <p><i>Moving forward, and following the increased engagement levels of the previous term – September 2019 to March 2020 – we aim to continue this element of the funding with the goal of continuing to increase engagement in this area.</i></p>

	<i>ordinator and cluster school events/CPD.</i>			
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Signed off by	
Head Teacher:	Mr L Hill
Date:	14/03/21
Subject Leader:	Mrs L Clement
Date:	14/03/21
Governor:	Mrs J Palmer
Date:	14/03/21