

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](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, 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 2020/21 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 2021: | Areas for further improvement and baseline evidence of need: |
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| <p>This academic year we have been expand our provision by replacing and adding to our equipment in order to give children a more valuable experience of PESSPA within Overdale Junior School.</p> <p>We have increased participation and engagement with physical activity across the school. This has been partly due to children coming to school in PE kit and being ready for the activities that day, and also as a result of staff really understanding and valuing the importance children being active and healthy throughout the pandemic.</p> <p>The restriction imposed due to Covid 19, although have prevented us from completing some aspects of the curriculum, have allowed us to focus on a more skills based curriculum which has enhanced individual skills greatly.</p> <p>The virtual aspect of competitions has also allowed us to involve the whole school in competitive sport.</p> | <p>As a result of seeing the benefits of a skills based curriculum during lockdown we are going to develop this further.</p> <p>We are continuing to work on assessment within PE to ensure it is effective and informative but not labour intensive.</p> <p>Due to circumstances of the pandemic, Swimming has been unable to continue. This will be a big focus next year to ensure that children have not missed out by the end of year 6.</p> |

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

YES/NO * Delete as applicable

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| Total amount carried forward from 2019/2020 | £5939.38 |
| + Total amount for this academic year 2020/2021 | £20,420 |
| = Total to be spent by 31st July 2021 | £26,359.38 |

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| <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>All children completed swimming lessons in year 5 (data taken from this time) and were generally unaffected by the pandemic as it was mostly completed before March 2020. Safe self rescue techniques have been focussed on through watching instructional videos and practicing techniques in the classroom.</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> | <p>80%</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>60%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>46% (This is due to the fact that one group missed two swim sessions due to Covid in 2020)</p> |
| <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> | <p>Yes/No</p> <p>Unable to this year due to the pandemic.</p> |

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.

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| Academic Year: 2020/21 | | Total fund allocated: £20,060.32 | | Date Updated: 07/07/21 | |
| Key indicator 1: The engagement of all 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: |
| | | | | | 51% |
| 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?: |
| To develop children’s skills through a skills based lessons. Ensure lessons are engaging for all children and teachers are well skilled to ensure this happens. Children having the opportunity to engage in extra physical activity at breaks and lunch times. | | Development of skills based curriculum. Use of sports coach during PPA lesson and to provide staff CPD through Team teaching/guided sessions. Sports coach guided play at lunchtime to get all children involved. | | £10,221 | Observations to see the changes in the curriculum and improvement in staff knowledge. Increased participation of children in physical activity across the school. Children developed skills, coordination and fitness. Using their skills to coach their peers. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| | | | | | 18% |
| 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?: |

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| To engage children in physical activity by making enjoyable and accessible for all. Raising the profile of PE by raising expectations of staff presentation and participation during PE lessons. | Investment in new equipment for all areas of PESSPA. Investment in staff kit for teachers and TAs. afPE registration | £2416.24 £1099.20 £115 | Raised participation in PE. Raising the profile of physical activity and demonstrating respect for all activities in regards to health and safety, modelled by staff. Children are more engaged and experiencing a wider range of activities. | Staff to wear kit with appropriate footwear, modelling no jewellery and hair tied back if appropriate. Expand PE provision using new equipment. Ensure all children and staff treat equipment with respect |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | N/A% |
| 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: |
| To offer a wide range of staff quality CPD to ensure quality first teaching. | CPD session with sports coach for selected staff. Opportunities for staff to observe others and Team teach with confident members of staff. | As above | Improved quality of teaching and staff confidence when teaching PE. Better progression will be evident throughout lessons. | Observations to ensure effectiveness. Continued CPD and opportunities to observe |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 20% |
| 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: |

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| <p>Additional achievements: Increase the offer of curriculum and enrichment/PPA PE to encompass a wider range of activities.</p> | <p>Equipment purchased to enable different activities to take place.</p> <p>Children participate in leadership course to empower them in leading their own activities.</p> <p>Staff release time to allow time to be dedicated to improving the PESSPA provision across school.</p> | <p>As above</p> <p>N/A</p> <p>£4000</p> | <p>Children experiencing success and enjoyment in different activities. Children developing leadership skills to lead sports council and other activities.</p> | <p>Encourage children to take control and guide their own sporting experiences. Rebuild the sports council to further enhance this.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 11% |
| 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: |
| To encourage all children to participate in competitive physical activity in school. To engage more reluctant children in competitive opportunities. | Virtual competitions offered to all. In house competitions to promote the school games values within the school community. Purchased girls football Kit to encourage participation. Affiliation for Football competitions Continued membership of SSPAN | N/A £459.08 £450 £1300 | Every child in school has taken part in some competitive activities over the course of the year and experienced success. | To continue encouraging a wider participation through virtual, face-to-face and inclusive competitions. |

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| Signed off by | |
| Head Teacher: | M. Evans |
| Date: | 23.7.21 |
| Subject Leader: | <i>R Phalk</i> |
| Date: | 09/07/21 |
| Governor: | T. Smith |
| Date: | 23.7.21 |