

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:

- 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](#) 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:
<ul style="list-style-type: none"> • A forest school provision has been successfully set up across the hub, this is running as targeted intervention • All staff trained in Real PE following whole school INSET • Real PE has been implemented across all year groups and is being taught in at least one of two weekly PE sessions • Continued coaching with specialist PE teacher for new teachers in Real PE and also including other areas of PE- athletics, dance and gym • PE Co-ordinator accessed Real Dance and Real Gym training 	<ul style="list-style-type: none"> • Establish a tracking system for monitoring children who meet the national curriculum requirements for swimming • Widen range of after school clubs • Improve provisions within KS1 outdoor area • Entry into wider range of competitions through joining the Lutterworth School Sports Partnership (including additional admin support for PE from LSA) • Implement assessment

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: £1,760	Date Updated:	
A priority is for us to implement Forest school as this was unable to be put fully into place due to Covid and lockdown.			Total Carry Over Funding: £1,760
Intent	Implementation		Impact
Start Forest School across the hub including once weekly (full day) at All Saints.	<p>Support vulnerable groups with physical and emotional needs.</p> <p>All staff involved have completed sufficient training.</p> <p>New equipment has been bought to run sessions effectively.</p>	£1, 760	<p>The children from targeted groups in Key Stage 2 have had a go at activities they wouldn't usually have access to or opportunities to be involved in.</p> <p>They have learnt skills like teamwork and resilience that they are applying in other areas of their lives and learning.</p> <p>They understand how to act and behave safely.</p> <p>Children's confidence has improved as a result of forest school activities.</p>
Children have made bug hotels that will be used as part of forest school lessons often.			All equipment will be used again to further embed forest school next year.
More vulnerable groups will we taking part in forest school.			

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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: £17,990		Date Updated: 28.6.21	
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					
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:	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:	
Providing support to involve and encourage the least active.		Activity Bags including equipment, activity cards, well-being booklets and associated resources have been created for 12 less active/disadvantaged children. The activity bags have been designed to inspire children to be active at home during the summer holidays.		£2600 (South Leicestershire SSP Membership)	
To deliver Real PE successfully and to cater for new classes.		Buy new equipment in order to deliver lesson plans within the Real PE scheme		£2,630	
				Pupil premium and more vulnerable children in year 6 have access to their own equipment packs and sport activities to allow them to remain active during the summer holidays.	
				Real PE scheme is taught effectively in all classes at least once a week, this includes delivery from Specialist PE teacher. Staff have access to all equipment needed to provide the sessions.	
				To ensure that secondary schools are aware of least active children during transition.	
				Full stock check taken of PE equipment ready for next academic year.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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 engage student voice and use students leaders to raise the profile of PE and School Sport.	<p>4 Wellbeing Ambassadors to access SLSSP training and to set up a group working alongside a member of staff to create an action plan for the year ahead.</p> <p>Wellbeing ambassadors to make themselves known to the school community and for children to understand what their role is.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>The school trained 4 students to become Wellbeing Ambassadors to promote physical activity, mental health and internet safety in school. The ambassadors formed a school sports organising crew and devised action plan to promote PE and physical activity in school.</p> <p>The ambassadors took control of a PE and school sport noticeboard.</p> <p>Sporting achievements were also celebrated in the school newsletter and on the school facebook page. Information about physical activity, sports clubs and fixtures is included.</p> <p>Took part in Active Travel Month. Students and families are encouraged to walk to school. A wallchart was given to each class to record children actively travelling to school.</p>	<p>The school continues to train and give opportunities to the Wellbeing Ambassadors. Sports Ambassadors will be trained next year to ensure student voice is represented in the school's physical activity offer.</p> <p>The school continues to promote active travel through school newsletters and social media. The school will work closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	PE co-ordinator to attend virtual SLSSP meetings throughout the year.	SLSSP Membership	Our PE co-ordinator has taken part in local PE Subject Leader meeting and a PE and School Sport Conference. The PE co-ordinator has shared the training with all staff during inset days and meeting.	SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.
Ensure that the PE co-ordinator is up to date with relevant training.	PE co-ordinator attended Real PE and Real Gym training.	£130	All staff can access and use the Real Gym and Real dance lessons plans.	All staff to use these plans next year for teaching gym and dance.
Implement a consistent whole school approach to teaching the fundamental PE skills and to upskill teachers to confidently deliver all areas of the PE curriculum including wider sports.	Specialist PE teacher to work closely to coach and mentor individual teachers in approach to Real PE scheme and wider sports. All staff worked with specialist once every 2 weeks.	£10,000	Access to all Real PE and Gym resources, shared with whole staff during staff meeting and ready to be used by all teachers for the next academic year. All pupils recognise and understand what to expect in their PE lessons following the Real PE scheme. Pupil enjoy PE lessons. Staff have built in confidence and are all using their	To continue to be aware of staff confidence levels through staff questionnaires and for PE co-ordinator to support staff development. Teachers to take what they have learned through this year’s coaching and mentoring to apply to their own PE lessons in the next academic year.

			sessions with the PE specialist to recognise and build on areas for development.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	Share sporting opportunities with families regularly. Including virtual opportunities during lockdown.	SLSSP Membership	The school sent out PE and wellbeing opportunities throughout lockdown to encourage children and families to continue to be active. Also we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.	To continue to promote opportunities through SLSSP and the community on the school newsletter, website and facebook page.
Provide vulnerable groups with access to Forest School Provision.	Forest school to run on a weekly basis for children in KS2.	£2,000		
Year 6 children to experience wider PE opportunities.	Year 6 Go Ape visit.	£540		

Key indicator 5: Increased participation in competitive sport			
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?:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	Subscription to SL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. Real PE focusses on involving all children and concentrates on skills rather than sports.	SLSSP Membership	Pupils took part in personal challenges and were encouraged to practice skills and improve them. All children are engaged with Real PE and having a go.
			Sustainability and suggested next steps: The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The school is committed to taking part in the local competitions.

Signed off by	
Head Teacher:	Emma Prokipczuk
Date:	9.7.21
Subject Leader:	Danielle Glenn
Date:	8.7.21
Governor:	
Date:	