

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](#) 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:
<p>A robust system that tracks children’s participation in school games intra and inter school competitions throughout this year.</p> <p>All year groups have returned to their pre COVID levels of curriculum PE and deliver 2 hours of PE a week.</p> <p>The school has a great engagement with the school games organiser and regularly communicate our ongoing situation during the time COVID 19 has had an impact on the school environment.</p> <p>We have completed the school games Inclusive Health Check and have identified key targets impacting on young people from Black, Asian, Minority, Ethnic (BAME), Low Socio Economic Groups (LSEG), Special Educational Needs and Disabilities (SEND) and Girl groups.</p> <p>Our school provides daily opportunities for physical activity of at least 30 minutes over and above our curriculum PE time. Examples of this include Active English and Active Maths, which are now a common feature throughout the school, especially in Key Stage 1. All classes now engage fully in the Daily Mile. All classes complete small 5-minute brain workouts through the use of BBC super movers, go noodle or other online activities such as POV sports videos.</p> <p>Personal Challenge competitions were delivered in the Autumn Term. They were based on athletics, striking and fielding activities and invasion games.</p>	<p>Increase the amount of after school (extra-curricular) provision offered by our school for all pupils post COVID 19.</p> <p>Offer more variety of lunchtime and break time sporting and physical activities.</p> <p>We have identified some but not all young people in our school that have been negatively affected by COVID 19 that would benefit from some School Games Interventions. Children will be considered who are showing signs of anxiety, lack of connectedness, loneliness and those showing gaps in their learning.</p> <p>The Active School Planner has been completed for one-year group in school, but this would be better if we looked at every year group in school.</p> <p>Other staff in school are fairly engaged and there is support from SLT when it comes to the School Games and how this can help increase children’s physical activity levels. Staff will be informed how this can be used as a toolkit to engage new and different cohorts in schools enrichment activities and in school life in general. Staff will be shown how the School Games can provide opportunities for challenge; connectedness and friendship, giving young people both emotional and physical support and a sense of belonging whilst having fun.</p> <p>Identify CPD / training opportunities for staff to undertake to help with the</p>

The school has engaged in over 7 inter school competitions during the autumn term including athletics, basketball, handball, football, rugby, tennis and cricket.

1 member of staff attended CPD from the FA PE Team focusing on supporting the return of PE after Covid.

Participated in the Yr 4/5 Quad Kids Competition and had Glynn Hall (Ashfield School Games Organiser) deliver this in school during National School Sport Week. Finished in 7th Place out of 10 schools.

As part of National School Sport Week, John Horsley (St Georges Park and South Notts College) came into school and delivered Futsal to Reception, Yr1, Yr2, and Yr 3. John also delivered Darts activity for Years 5 and 6.

provision of PE and other extra-curricular clubs they can offer.

Although there was a large uptake of school games competitions from key worker and vulnerable children who were in school during COVID-19 lockdown in the spring term, there was very limited uptake from children at home despite continued promotion of these competitions using Class Dojo (our online school communication tool between class teacher to children and parents). Encourage more intra school competitions and personal challenges.

Continue to identify how modified competition focuses can engage children who find winning and losing demotivating. Suggestions on this can be found on the #ReframeCompetition.

Identify and train young people with leadership opportunities to offer participation to other young people in the school environment at break and lunch times. This could include play leaders, lunchtime activators, coaching and officiating roles.

Consult young people (Including young people with SEND and other minority groups) on the design of the school's PE, sport and physical activity provision through the creation of a School Games Organising Committee or Crew.

Identify more community providers to link with to deliver more activities as extra-curricular clubs and provide exit routes / signposting for children to engage in the sports club / provider outside of the school environment during community hours.

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: £9035.00	Date Updated: 12.07.2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £ 9035.00
Intent	Implementation		Impact	Evaluation
To lease a minibus with the underspend to use to transport children to sporting and physical activity events / festivals / sessions.	To Arrange a lease agreement that Notts County Council finance department and the School Governors will approve.	Funding Allocated: £9035.00 £0 spent.	To allow children the opportunity to participate in out of school experiences and transport them safely to and from school at no cost to the child.	Friday 23rd April 2021 The school will look at other options due to the lease agreement not going ahead. Possibly hiring a mini bus.
Plans are currently being put in place to use the money to impact children's mental and physical health and wellbeing in a positive way. We are looking at equipment to allow the children to be more active during break and lunchtimes as well as before and after school.	To purchase playground equipment that will inspire children to be more physically active and allow them to play together. Equipment will also be purchased to help with the children's mental health and wellbeing.	Funding Allocated: £9035.00	To increase the opportunities available for children to engage in active play, to aid in an increase in physical activity levels and have a positive impact on social relationships.	

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.	51%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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 – However, this has been put in place for the academic Year 2021-22 in Summer Term 2.

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: £18,000.00		Date Updated: 12.07.2021	
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: 16%
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 use active maths and English lessons to help get children active in school to meet their 30 minutes throughout the school day.	Purchase a Maths of the Day subscription to give many ideas for staff to increase physical activity levels during English and Maths lessons.		£575.00 Paid £575.00	The teaching pedagogy has changed and activities are now being implemented to allow children to answer questions in a physically active way.	Next steps – more staff training to allow for more ideas to get children active during lesson time.
	Key Stage 1 to purchase equipment to assist with their active maths and English lessons.		£2290.00 Paid £0	The children in Key Stage 1 will engage in active lessons for their maths and English lessons. This will help them towards the goal of being physically active for 30 minutes within the school day additional to their PE lessons.	Invest in equipment for Key Stage 2 to deliver active maths and English.
To use websites to allow children to engage in 5 minute activity breaks to increase brain activity and help with focus and attainment.	Use BBC Supermovers, Go Noodle, You Tube etc for a selection of 5 minute activity breaks.		Free	Children engaged in fun 5 minute activity bursts to keep them interested and active.	Keep using these websites to keep children active and help towards their 30 active minutes per day.

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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:
				4%
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:
The Daily Mile	Give the children 20 minutes each day of teaching time to participate in the Daily Mile.	Free	The children feel that they are working towards a healthier lifestyle and understand they are being given time to exercise. They understand there is a direct link to an active brain and attainment.	Continue to offer all classes the chance to engage with the daily mile.
National School Sport Week	John Horsley (Futsal and Darts) John Horsley from St Georges Park to deliver futsal activity. He also teaches Darts activities for the older children with a direct link to maths.	£350.00 Paid £0	The children had a fantastic time with John and the teachers gained a valuable CPD experience from a coach education specialist from St Georges Park.	This helped raise the profile of PE and Sport within School. More activity to be planned for this week in the next academic year.
Sports Leadership (Young Ambassadors).	Deliver training to allow the children to deliver fun activities at playtime and lunch times for the children to have fun and get physically active.	£335.00 Paid £0	No Young Ambassador training this year due to covid 19 and teachers were initially told to avoid cross bubble contact.	Play Leader / Young Ambassador training to be delivered early next academic year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			16%
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?:
Continual Professional Development for members of teaching staff.	Due to covid, there are no opportunities to send staff physically onto PE courses and workshops. Therefore, we intend to use our existing coaching opportunities to act as our CPD offer to staff for this academic year.	£3000.00 Paid £0.00	Grant Simpson from Sport 4 Kids has provided 2hrs x 3days per week for TA staff CPD. John Horsley from St Georges Park has provided 10 futsal sessions in June and July 2021 for teaching staff and teaching assistants. Mr Frost provided Key Stage 1 staff with Multi Skills Coach education DVD resources from the Nottinghamshire County Council Play Sport Team. Mr Frost attended an online FA PE Team CPD Webinar 'Supporting your return to PE' Fiona Jones (Yoga Teacher) has offered Yoga CPD for the teaching staff working in reception.
			Sustainability and suggested next steps: Focus early next year on staff cpd requirements. Each member of staff will receive gymnastics CPD with Rebecca from Active Ways to allow them to learn from her as she delivers activity and they will be provided with lesson plans to assist with future planning. Additional area for development will be identified with each member of staff to see if they need any training on delivering the various areas of PE.

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:
To purchase more sports equipment to offer more sporting provision during PE, break, lunchtime, breakfast club and after school club activities.	Purchase equipment to allow for greater preparation for PE lessons and sports competitions.	£3050.00 Paid £2102.68	The children can now engage in a varied and fun PE programme of study. We can prepare children for competitive opportunities coming next academic year.	Continue to replenish stock of perishable sports equipment and stay on top of any exciting new trends that apply.
Provide sport and physical activities to help get children more active, give them socialising opportunities and enhance their mental and physical health and wellbeing.	Sport 4 Kidz. Active Ways. Nottinghamshire Cricket Board (Healthy Hearts)	£7000.00 Paid: £6360.00 £450.00 Free	The children have been given opportunities during lunch and after school to engage in the curriculum.	Continue looking at more physical activity opportunities for children to engage in after school and at lunch times.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Continue to supply sports kit for team sports to enhance our school identity.	Kingsway Primary School Girls Football Kit has been ordered, however, no football has been allowed to take place.	£600.00 Paid £568.53	Sports Kit received.	The kit represents Kingsway Primary School.
Affiliation to School Games Network and Schools FA.	School Games at home / school personal challenge. To allow for more competitive sports opportunities.	£800.00 Paid £0	No affiliation costs has been charged due to lack of competitive activity being offered due to COVID 19.	Affiliate to these next year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	