

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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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: |
|---|--|
| <ul style="list-style-type: none"> - Raise profile of physical activity for ALL children. Top 5 participation in Autumn Borough Inter-school competitions. - REAL PE training for all teachers to upskill and provide confidence in teaching PE purchased and first steps of training implemented. - Greatly enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions - Improved playtime resources chosen by the children that facilitate more active play at morning playtimes and during lunchtime. - School sports week providing children with the opportunity to experience activities they haven't before. - Physical activity provided throughout the lockdown period. - Maintaining School Sports Mark. - Increase profile of cross country for staff, children and parents with highest turn out recorded. - All PE teaching good or better. - Increased participation in PE lessons due to PE uniform on selected days. | <ul style="list-style-type: none"> - Continued investment in PE resources. Maintain good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports. - Focus investment in resources and provision for after school clubs. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports. - Continued staff training and awareness of high quality P.E teaching. - Continued staff training in facilitating active playtimes and purchase of further resources to support this. - Build links with local sports clubs and coaches to encourage continued high take up of sports out of school hours. - Further use Sports Premium to enhance children's mental health and well-being. - To provide the resources for independent physical activity at break and lunchtimes. - Achieving and working towards school sports and health living awards. |

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

YES/NO * Delete as applicable

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: £21210 | | Date Updated: 2/11/20 | |
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| 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: 25% |
| 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: £5500 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all without the need to waste lesson time. | | Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets. All sports and activities taught in PE sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in lessons based on the equipment required in REAL PE lesson plans. | | £2000 | Equipment audit against the REAL PE units to ensure that the teachers have the resources to teach lesson effectively. |
| Access to increased range of high quality resources to facilitate active play. | | Purchase of additional playtime resources and replacement of lost or broken resources. Children have access to a wider range of resources which encourage active play throughout the playground in all weathers. | | £2000 | Use of the school council voting system to gain pupil feedback on the provision currently given in the playground and to determine what they would like to see. |
| | | | | | PE Lead to ensure equipment is maintained in a good condition. Regularly auditing for loss of equipment to keep resources available. |
| | | | | | Monitoring of playtime activities and freshening up of new resources to ensure continued interest and participation. |

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| Training of Lunchtime staff to facilitate active play. | Funding for lunch time staff to attend INSET day on positive play and also to take online course RAISE training. | £1500 | Providing middays with the tools to support children with the ability to play and be active in the playground. | Monitoring the interaction of middays with children in the playground and children's involvement of physical activity. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 25% |
| 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: £5000 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Improve children's Emotional and Mental wellbeing through a mixture of teacher led and specialist visitor led workshops. | Book in a series of workshops which focusing on children's mental health. All children to improve concentration, health and mental wellbeing. Develop teacher expertise on delivering Wellbeing and mental health sessions. KS1 to receive yoga sessions to develop calming and thinking techniques. KS2 to receive mindfulness sessions through the use of Tai Chi. Capoeira. | £2000 | Children have regular opportunities to develop positive mental health and wellbeing in both the curriculum and the wider offer of the school supported by the school council (pupil voice). | Children to apply skills learnt in other aspects of both their school and home life. Develop staff bank of resources to support teaching. |
| Improved access to resources and training for staff will lead to improved behaviour at playtimes. | Middays to receive appropriate training and follow up planning time Improved resources will widen the range of activities on offer for children to take part in active play at lunch times. | £2000 | Children are more active at playtime and as a result behaviour improves and pupils are healthier and happier. Playground observations by PE Lead observing lack of participation. Pupil voice shows positive view of active playtimes Behaviour tracking on CPOMS | Monitor lunch time behaviour and adapt lunchtime offer to ensure children are engaged over time and behaviour continues to be of a good standard at lunchtimes. |

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| | | | shows less incidents of poor behaviour at lunchtimes. | |
| Improve quality of provision in EYFS outside area to encourage active play | Purchase a range of play equipment for enclosed outside area that facilities balance, strength, agility and team building skills in EYFS children | £1000 | Continue to look for improvements to the area that will develop children's active play. | Continue to develop resources and monitor the use of the equipment by children. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|-----------------------------|--|---|
| | | | | 10% |
| 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: £2000 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Introduction of REAL PE learning platform to support PE teaching and confidence of teachers. | REAL PE staff visiting the school to provide model lessons and support the development of REAL PE. PE lead to receive training to support in effect assessment for learning in PE. | £2000 | Positive staff feedback showing increased confidence in teaching PE and observing children's participation in lessons. | Monitor and support of using REAL PE learning platform. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 30% |
| 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: £6500 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Year 6 children offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills | 2 week period in June to support basic skills of cycling safety in order for children to be able to safely travel to and from school by bike. | £500 | Pupils have the confidence to cycle safely to avoid the need for other transport. | Monitor the use of cycling to school. Ensuring storage facilities allow for cycling to school. |

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| Resources within the playground to give children the opportunity to play a variety of different sports. | Provide the children with a variety of different activities that allow for them to experience a large variety of physical activities. - Table tennis - Winter sports - Olympic sporting events. | £2000 | Pupil feedback through school council to provide ideas and opportunities. All children engaged in physical activity during breaks and lunchtimes. | PE Lead to monitor use of resources. Promote and support the use of the equipment. |
| Specialist coaches used to provide a variety of different activities that children would not normally have access to. | PE curriculum lessons provided by external coaches to provide children with the opportunity to experience a variety of sporting activities. | £2000 | Pupils learning new skills and gaining insights to activities they haven't been exposed to. | Using the activities introduced for active play. Monitoring children's participation in outside school sporting activities. |
| Dedicated sports weeks. | Welcoming a variety of guests to the school to provide experiences of different sporting activities. Motivate children into sport. Show inclusion and diversity in sports. Show cross-curricular links to sport. | £2000 | All children to be given a chance to experience a new activity. | Using the activities introduced for active play. Monitoring children's participation in outside school sporting activities. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|-----------------------------|---|--|
| | | | | 10% |
| 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: £2200 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Participation within a variety of sporting events inter and intra school. Every child given the opportunity to participate in a sporting event. | Membership to Waltham Forest Schools Sports Network to support in opportunities to compete. Youth Sport Trust Membership to participate in School Games – with the possibility of progression to Youth School Games. Links to Feel Good Centre. Contact clubs within the area to discuss within assemblies. Sports Week to give the children an opportunity to experience a range of sports and meet sports people. | £2200 | Evidence of all children feeling like they have taken part in a sporting event throughout the year. | Monitoring names of children and year groups involved in activities. |

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| Signed off by | |
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| Date: | |
| Subject Leader: | Jodie Want |
| Date: | 05/11/2020 |
| Governor: | |
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Created by:



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