

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
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](#).

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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:
<ul style="list-style-type: none"> • Our teachers have developed a knowledge and confidence to provide high quality PE lessons, by team teaching with the PE Specialist Teacher. • Our Teachers participate in PE Specialist led weekly P.E lessons • All year groups were given the opportunity to attend sporting events and festivals enabling all children to take part (inclusive of SEN). • We employ a Specialist PE Teacher to run weekly PE lessons/afterschool club. • We offer years 4,5 & 6 the opportunity to take part in Bikeability scheme to promote safe cycling • We participate in sporting events and competitions run by the SSP for all year groups • We took part in activity day outside (in place of residential experience) • PE lead part of the network meetings with ESSP • Increased outdoor activities, including teaching children to play again following lockdowns and experiences in forest schools with physical education focus. 	<ul style="list-style-type: none"> • Teachers to develop more subject knowledge, team teach alongside Specialist PE teacher to continue. • Encourage the development of mini leaders (delivered through ESSP) • Encourage more children to do Bikeability (increase numbers for off site take up due to difficulties of site) • Engage with other national fitness sporting initiatives such as change4life, Race for Life, Big Pedal, Sports Relief Supermovers, Daily Mile, Bike Week and National School Sports Week. • Reengage with school games (following restriction during Covid) events to try and achieve the silver/gold award. • Subject leader to attend termly P.E cluster meetings & feedback relevant info to staff. • Specialist sports teacher to improve children’s skills for relevant events that the school maybe taking part in. • PE lead to develop the after-school provision to improve activities available

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



PE and Sports
during
2020-2021

Sports Days
Outdoor activity days
PE Lessons and coaching
Orienteering
Walk in memory of Captain
Sir Tom Moore



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: £0	Date Updated: July 2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £0
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	No data collected due to Year 6 not being able to complete swimming programme due to Covid-19
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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/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: £18351		Date Updated: July 2021	
<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:
					86%
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:
All children at Hallam Fields will have an opportunity to regularly access quality PE lessons and planned extra-curricular physical activity.	Subscribe to ESSP Bronze subscription including access to all competitions and festivals.		£1500	Continuation of ESSP due to funding allowing planning of activities during new year, however limited impact on children due to Covid restrictions this year.	Subscribe at higher level next year to include more CPD and clubs as hours of specialist PE teacher reduced.
Development of staff skills by working alongside a specialist skilled teacher delivering lessons.	Sports specialist PE teacher to work with all classes throughout the year.		£12,901	Staff benefited from being able to work alongside member of staff.	Although not being continued, due to partial retirement, budget for and plan sessions for member of staff to work alongside staff on particular areas or with new members of staff next year.
Allow sports activities to take place during break and lunchtimes, whilst following restrictions in place	Purchase of barriers to split areas to ensure all have a place for physical activities. Provide equipment for each bubbles so children have access to sports equipment.		£500 £500	All children able to engage in physical activities and rebuild relationships following periods of lockdowns.	Barriers available for further periods of bubbles if required and can be used for Sports Days in future. Equipment to be used in following year or added to PE Stock.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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:
Children will be able to attend and participate in inter-school competitions and festivals	PE Coordinator to attend termly cluster PE meetings with colleagues from local primary and secondary schools and Erewash School Sports Partnership	£450	Limited development due to Covid-19 restrictions meaning children unable to mix bubbles.	Continue in next year and increase participation of children once again due to relaxing of restrictions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Development of staff skills by working alongside a specialist skilled teacher delivering lessons.	Sports specialist PE teacher to work with all classes throughout the year.	Costed in Key Indicator 1	Staff benefited from being able to work alongside member of staff.	Although not being continued, due to partial retirement, budget for and plan sessions for member of staff to work alongside staff on particular areas or with new members of staff next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
All children to experience Forest Schools and an increase in physical activities during these sessions and short outdoor sessions by class teachers.	Greater involvement in physical activities and experience new activities or develop team skills again.	None – Paid through PP and school budget	Children highly engaged and high level of positive feedback from children. All children developing skills in risk taking, problem solving and team working.	Continue provision of Forest Schools for all children in next year.
To offer Y6 children outdoor learning day to encourage participation in new activities in place of residential. Ensure engagement of all.	A range of outdoor education activities including climbing wall, abseiling, archery to offer children new experiences, develop self-confidence and physical activity.	£2000	Children able to develop new skills and develop confidence through achievement.	Provide opportunity in future years for year 5, to increase number of children willing to go on residential and take part in OEA.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
All children to be given the opportunity to compete against others schools	Subscription to ESSP at Bronze Level to allow participation in all local cluster festivals and competitions.	Costed above	Although impacted by Covid, school remained part of the network to allow ongoing development of sports in Erewash	Move to Silver Level support for 2021-2022 to add additional sessions for children and CPD. Events to resume from Sept 2021
Schools sports days held to allow races for children to compete against each other	Sports days organised by Specialist Sports Teacher and PE Coordinator for every year group. Four separate events to allow for Covid Restrictions.	£500 (Supply cover for release of staff and purchase of stickers etc)	All children were able to compete in Sports day as part of teams. Higher engagement of SEN children with sensory needs, possibly due to individual year groups and no spectators. Photos all shared with parents.	Continue next year, considering the format and whether single year groups offers a better solution for all children involved.

Signed off by	
Head Teacher:	David Brown
Date:	
Subject Leader:	Sarah McCreery
Date:	
Governor:	Anthony Smith
Date:	