

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:

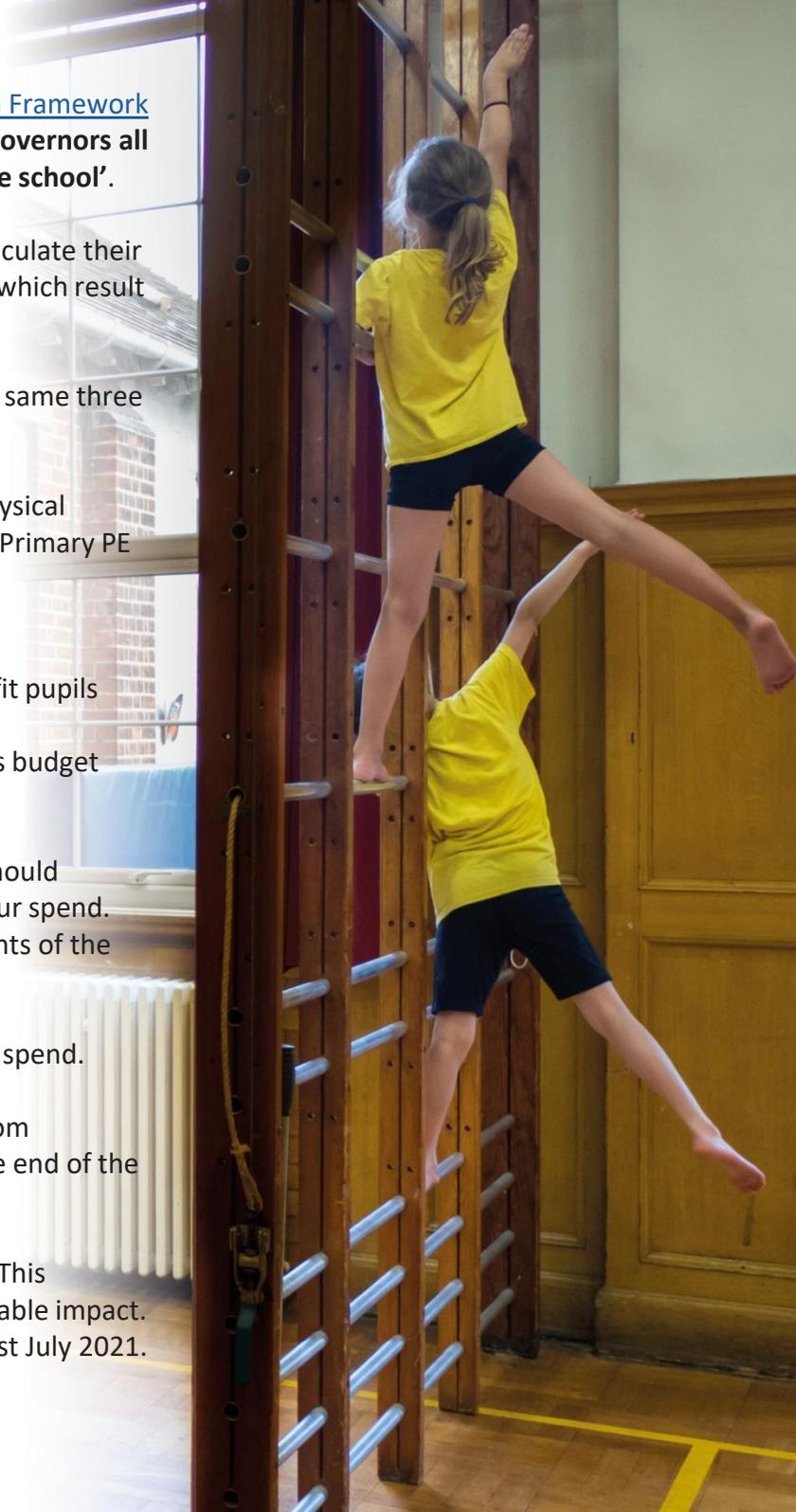
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 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>Children are provided with 2 hours of P.E each week in school and CPD opportunities are provided to staff when needed. We have worked hard to limit the impact of COVID on this and have continued to provide all children these 2 hours, while they have been in school. CPD opportunities have been provided virtually where appropriate.</p> <p>Throughout the year, all children are offered the chance to partake in sporting events during school time and have the opportunity to experience competitive sporting events. These are often linked with internal sporting festivals, which are run by our class teachers. We have continued to run these festivals throughout COVID and adapted many of them so that they have primarily run within each class bubble and the scores are collated across the entire year group.</p> <p>SEN children are always considered by staff to be included as often as possible in standard P.E lessons and adapted where necessary. Where this is not possible, suitable alternatives are provided and supported by teaching or support staff.</p> <p>We have installed a scheme of work (Get Set 4 PE) across the whole school to help aid progression throughout all Key Stages. We have had some really positive feedback from both experienced and less confident teachers of this scheme of work. It has helped the teachers provide clearer and more directed PE teaching to the children in school.</p>	<p>Now that we have a scheme of work in place that we and staff are happy with, we are looking at how we can use this scheme of work to ensure clear progression in all strands of PE (e.g. gymnastics, football, yoga etc). We want to ensure that this progression is clear between year groups and key stages and that we, as a teaching staff, are progressing the children's knowledge and skill each year that a sport is repeated in school.</p> <p>We also want to ensure that all teaching staff are clear in which sports/activities they are teaching in each half-term and that they have planning that they are happy and confident to use. Where they are not, we will look to address these issues.</p> <p>We want to continue to encourage raising the profile of our festivals (particularly in KS1) so that the children see these as engaging, fun and an important part of their PE learning.</p> <p>We also want to ensure that staff are making sure that children build an understanding of the benefits of exercise (physical, mental and social) and that these are openly talked about in PE lessons – outside of skill-based teaching.</p> <p>We want to consider how we can best engage with parents further (particularly during the COVID pandemic) and what is the best and most efficient way to do this.</p>

We have been working on improving communication between the school and parents in terms of sport and PE in general. This has been greatly impacted by COVID as many of the sporting events and clubs have not been able to run, so we have not been able to encourage this. Equally, we have not been able to invite parents into school to help/watch/be part of any sporting activity or fixtures against other schools.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO** *

Total amount carried forward from 2019/2020 £.....

+ Total amount for this academic year 2020/2021 £.....

= Total to be spent by 31st July 2021 £.....

<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>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>	95%
<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>	74.5%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	95%
<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>	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: £21,050		Date Updated: 1.7.21	
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					Percentage of total allocation:
					%
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?:
Children will be provided with good quality equipment to aid their physical learning.		On-going purchase of equipment throughout the school year when requested by staff or children's voice.		£3,659	A tub of tennis balls was provided for each class to aid with COVID regulations. Skipping ropes were also purchased to support a skipping week in school – lots of children learnt how to skip in KS1 and the children in KS2 learnt new skipping skills – double bounce, speed bounce.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
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?:

Attendance of POINTS network meetings by lead P.E staff. This will ensure that any opportunities to increase participation in sport is acted upon and put in place for the children in school, particularly options throughout COVID.	Attend all POINTS network meetings. Consider how advice given in these meetings can be used to share ideas and practices throughout the impact of the pandemic.	£0 (membership) cost was paid up front last year for a 2 year period.	Attendance of POINTS meetings gave ideas of how to continue to provide competitions in class bubbles. It was beneficial to hear how other schools managed the impact of the pandemic and how we could use their ideas to continue to provide the children in our care with the same level of teaching and competition.	Continue to attend all POINTS meetings.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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 get an understanding of what yoga is, what yoga lessons look like and how they can use the principles of yoga to help with their 'healthy minds'. (EYFS and Year 1 were not provided with this in previous years so was carried over)	The school has invested in continuous CPD for yoga through purchasing a yoga teacher to work in school one day a week through the year with all children and staff.	£1,110	All children now have knowledge of what yoga is and what a yoga lesson looks like. All teachers have received the opportunity to observe high-quality yoga lessons as a whole block and will now use this training to ensure that children are taught yoga for a block of indoor PE in future years.	Ensure that yoga is an allocated block of indoor PE for all year groups next year and that staff are using their training to ensure high-quality lessons are delivered to the children in future years.

<p>Show clear progression in PE across year groups and key stages. Have a more rigorous planning template in place for less confident staff to follow. Provide a starting point for teachers to take ideas for lessons.</p>	<p>Re-sign to Get Set 4 PE planning.</p>	<p>£680</p>	<p>Staff have given very positive feedback about the structure of the planning and its effectiveness in helping them plan and deliver high quality PE lessons.</p>	<p>Continue to discuss its effectiveness with staff in school. If there is anything they feel could improve it, then provide feedback to Get Set 4 PE.</p>
<p>Sports Staff in school to meet on a half-termly basis to discuss sporting needs in school – considering impact on children and how to help develop staff in school.</p>	<ul style="list-style-type: none"> • Meet on a half-termly basis. • Update all Sports Premium documents and ensure that money is being allocated to allow children to improve physical activity. • Ensure that CPD opportunities are provided for staff. • Ensure progression of all sporting strands across the whole curriculum. 	<p>£550</p>	<p>All Sports Premium documents up to date and published in respective places.</p> <p>CPD opportunities have been provided to staff who have requested them/where they have been possible to deliver.</p> <p>Entire KS1 and KS2 curriculum has been formatted into skills, knowledge and concepts that need to be met for each year group in each sport. This will ensure progression across all PE strands and year groups.</p>	<p>Sports staff continue to meet on a half-term basis to ensure all planning, CPD opportunities and activities for children are arranged and in place where needed.</p> <p>A staff meeting has been requested for the Autumn term to ensure that this work is passed on to all teaching staff.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Raise the profile of skipping as a positive exercise and activity for the children.</p>	<p>Take part in the Sheffield Schools Skipathon (November). Provide children with more opportunities to continue skipping after the Skipathon.</p>	<p>(as priced in indicator 1 – skipping ropes)</p>	<p>All children in school took part in the Skipathon. Many children in KS1 can now skip who couldn't before. Children in KS2 have learnt new skipping skills. Both KS1 and KS2 children have been provided with skipping ropes during break and lunch times to continue their skipping practice and encourage active break times.</p>	<p>Continue to encourage children to use skipping ropes as an activity during break and lunch times across KS1 and KS2. Look at implementing our own 'skipping week' in future years if this is not continued with across the whole of Sheffield.</p>
<p>Children will get an understanding of what yoga is, what yoga lessons look like and how they can use the principles of yoga to help with their 'healthy minds'.</p>	<p>The school has invested in continuous CPD for yoga through purchasing a yoga teacher to work in school one day a week through the year with all children and staff.</p>	<p>(As priced in indicator 2)</p>	<p>All children now have knowledge of what yoga is and what a yoga lesson looks like. All teachers have received the opportunity to observe high-quality yoga lessons as a whole block and will now use this training to ensure that children are taught yoga for a block of indoor PE in future years.</p>	<p>Ensure that yoga is an allocated block of indoor PE for all year groups next year and that staff are using their training to ensure high-quality lessons are delivered to the children in future years.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
School signing up to Sheffield Federation for School Sport (SFSS)	School to sign up for SFSS	£80	Children have access to range of inter-school competitions. NOT RUN ANY COMPETITIONS THAT WE HAVE BEEN ABLE TO ATTEND THIS YEAR.	Continue to sign up for this in the future. Look at all of the sports on offer from SFSS and see about the possibility of entering any more competitions on offer.

Signed off by	
Head Teacher:	Emma Hardy
Date:	1.7.21
Subject Leader:	Alistair Stedman
Date:	1.7.21
Governor:	Kevin Corke
Date:	1.7.21