

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](https://www.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>Keep fit virtual work out 5- 10 minutes per day during lockdown.</p> <p>Children in school during lockdown had access to daily keep fit sessions.</p> <p>Outdoor learning being accessed regularly by KS 1 pupils.</p>	<p>Include different physical activities in curriculum enrichment time. Survey the children and staff for ideas.</p> <p>Extend outdoor learning sessions to every class in the school offering a 6 week block of learning.</p> <p>Extend Commando Joe missions to every class in the school offering 1 mission per term.</p>

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£0**
+ Total amount for this academic year 2020/2021 **£17,220**
= Total to be spent by 31st July 2021 **£17, 220**

<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>	80%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<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: £17,220	Date Updated: June 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:
				%
Intent	Implementation		Impact	5475—30.9%
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:
Increase the amount of daily playtimes to incorporate a 15 minute afternoon break. This is very important following the lockdowns and limits on children's movements.	Review class timetables to enable an additional playtime. Review staffing to enable playtime.	900	All pupils have an extra 15 minutes playtime each day leading to 1 hour 15 minutes extra exercise per week. Lack of equipment due to Covid has meant that the vast majority of children are engaged in running and chasing games thus increasing the amount of activity.	5.2% This will be sustained into the next academic year. Monitor amount of activity as equipment is re-introduced.
Revamp and reinstate the use of the gym area.	Repair broken equipment. Install a gate enabling a dedicated gym area. Revisit rules of the gym and correct use of pieces of equipment. Staff time.	1500 1000 200	Children are now using the gym equipment appropriately and are talking about their own fitness. Observed children making up own routines.	15.2% This will be sustained into the next academic year. Consider addition of exercise routines into the gym area
Installing of bike rack to encourage more pupils to bike and scooter to school.	Installed. Publicised through the newsletter.	DMBC supplied No funding needed	More children are using bikes and scooters to come to school.	This will be sustained into the next academic year. Consider a frequent user badge scheme. 2.1%

Incorporating bikes and scooters into Golden Time	Review shared Golden Time Timetables Encourage the bringing in of bikes and scooters Allocate staff time over the academic year (March- July)	No funding needed 375	This is a popular option at Golden Times and also encourages children to ride their bikes and scooters to school on a Friday.	This will be sustained into the next academic year. Consider bikes, scooter courses on one of the playgrounds. Perhaps include maintenance with DT.
Introduce daily 5 minute Keep Fit videos to all children during Spring lockdown.	Staff research time- adding to Pupil Daily Post.	500	Feedback from pupils was positive. This was also incorporated into daily lessons for children at school.	2.8% No longer needed but keep bank of ideas for future use.
Introduce activity boxes for outdoor play	Creation of individual activity boxes e. g small world play, insect observation	1000	Children who were normally more reticent at playtime have interacted more with others in shared play.	5.6% These will be added to over next academic year
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2100- 11.7 %
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:
P.E and Sports noticeboard to raise the profile to visitors, children and parents alike.	Updated regularly with the latest achievements and activities. During school closures this was done virtually and children's achievements were celebrated in our daily post and in class check in sessions.	£300	Children proud of their achievements in P.E and sport, both in and out of school.	1.7% Reinstate weekly celebration assemblies with parents once Covid 10 restrictions are lifted. Introduce a Castle Academy Sports Achievement badge.

PE Lead release time established.	Timetable regular release to carry out leadership responsibilities	£1800 Monday am when school open	RG has time to carry out leadership responsibilities	10% Continue to embed this next academic year.
Modeshift stars accreditation				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				400 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:
Sport specific CPD	Meet with local P.E coordinators to discuss best practice, receive sport specific advice and training. Ensure cover is provided to allow release of staff to attend and complete any work.	2 AA meetings 1 Girls in Sport 200	Met with local coordinator, increased confidence in delivery and planning. Further meetings planned to support. Advice communicated to staff delivering P.E, increasing confidence across the school.	1.1% All to continue as high profile and providing good CPD.
Astrea P.E Conference	Sharing best practice, CPD including Sports-Premium	200	1 conference held. Communicating learning to the	1% All to resume next year

	spending and School Games Mark. Exploring the roles of a P.E co-ordinator and the importance of P.E, sport and physical activity.		rest of the school staff. Meeting and collaborating with staff across the trust, sharing best practice.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8500 -49.3%
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:
Additional achievements:				
Establish a mental health week	All classes involved in a broad range of mental and physical activities including outdoor learning with a member of the National Trust.	3000	Children enjoyed the activities on offer especially the outdoor learning session	17.4% To be built upon during outdoor learning in 21- 22.
Year 5/6 acting as Sports Role Models	Working with RG to plan Astrea Olympics. Working with RG to score events	200	Year 6 pupils feel confident to lead clubs transferring knowledge of skills gained to younger pupils. Increased physical activity of KS1 Pupils.	1% This model can be adopted next year,
Girls Get Active sessions	Sessions held in school for Year 6 girls. Girls also took part in inter school session at local secondary school.	500	Girls enjoyed the sessions and took part confidently.	2.5% Repeat next year if available. If not consider how we could support this in school.
Purchase balance bikes for EYFS	Incorporate a regular bike session into the EYFS curriculum	1000	Children develop balancing skills much earlier.	5.6% Embed and offer to Y1

Dance lessons	Liaise with local dance teacher to provide lessons in school and a link outside of school.	500	Children enjoyed working with an experienced dance teacher Children made the link with a community teacher Skills and attitudes improved.	2.5% Continue the link if possible to offer dance sessions to lower KS 2.
Year 6 activities week	Work with PE lead on daily sporting opportunities outside using archery, Commando Joe equipment etc	2000	Children take part in a wider range of activities as a class.	8.8% Make this an annual event
Extra coach needed for Year 6 additional swimmers	Offer swimming to Year 6 children who had not reached standards	1000	Year 6 children learned to swim to the expected standard.	5.6% Review standards of Y5 swimmers or any new Y6 pupils and arrange if needed,

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				745 % -4.3%
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:
Give children opportunities to take part in national sporting events.	School Council chose to take part in the Captain Tom 100 by doing times activities such as running laps of the field, doing star jumps and playing football.	200	Children increased their fitness and stamina.	1.1% Look at regular opportunities to take part in national events e.g run a football competition.
Daily Mile	Year 5/6 class involved over Autumn term.	100	Children increased their fitness and stamina.	0.5% Incorporate this into annual PE schedule.
Astrea Olympics	Year 5/6 children supporting with the Olympic event supported by RG	200	Year 5/6 developed understanding of the events and how to encourage younger pupils to do their best.	1.1% Train next year's Y6 to carry out this role
Sports Day	Year 5/6 children supporting with the events supported by RG	245	Year 5/6 developed understanding of the events and how to encourage younger pupils to do their best	1.4% Train next year's Y6 to carry out this role

Signed off by	
Head Teacher:	Ann-Marie Mason
Date:	June 21
Subject Leader:	Rachel Goodyear
Date:	June 21
Governor:	Christine fitt

Date:	June 21
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