

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:
<ul style="list-style-type: none"> • Awarded Gold School Games Mark for the 3rd year in a row and maintained Gold standard for the 2019-20 year even though school closed due to Covid-19 • During the autumn and early spring term the school delivered several level 1 events in football, basketball and dodgeball and attended many level 2 competitions plus a level 3 county final in football finishing 5th in County. • During the autumn and spring each class consistently used daily exercise and activity in learning to develop children's engagement and promotion of better behaviour. • Use of Sports Premium was planned to continue the development of staff PE knowledge and skills in delivering high quality PE • Whilst the school was open, it attracted significant participation in its extracurricular clubs which took place at lunchtime (through the provision of sports crew leader clubs) and after school sports clubs. 	<ul style="list-style-type: none"> • To re-engage with Level 2 sports events when safe to do so and to participate in virtual events that are going to be happening over the autumn term 2020. • To embed Daily Boost activities across the school to provide 15 minutes exercise plus physically active break times • Continue to develop staff CPD in PE to cater for the skills and provide a broad curriculum • To develop the school playground through replacing and updating current playground climbing frames etc. • To develop grounds to include reflection areas, quiet safe spaces for children with anxiety and sensory needs at break times. • Replace and update gymnastics equipment • Replace outdoor storage facilities for PE equipment

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: £10,929.59	Date Updated: July 2020		
<p>What Key indicator(s) are you going to focus on?</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Total Carry Over Funding:</p> <p>£ 10,929.59 plus £4586.70</p>
Intent	Implementation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Carry over funding allocated:</p>	<p>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?</p>	<p>Sustainability and suggested next steps and how do this link with the key indicators on which you are focussing this academic year?</p>
<ul style="list-style-type: none"> Develop the outdoor climbing and playground equipment. This will allow the children to be more active and challenge themselves in a more physical way. 	<ul style="list-style-type: none"> Contact companies to develop playground equipment Liaise with 'FRIENDS committee' who are supporting the financial cost of the project. 	<p>£ 10,929.59 plus £4586.70 carried over from previous year's premium.</p>	<ul style="list-style-type: none"> Children have different physical challenges to explore at break times. Active area will cost £14,794.89 	<p>This is the first step in developing the whole school grounds in order to continue provide active playtimes, a range of sporting challenges and activities along with providing 'safe spaces' and sensory areas for ALL children.</p>
<ul style="list-style-type: none"> Develop the outdoor spaces to cater for children that find break times difficult and need a quieter sensory stimulation than active play. 	<ul style="list-style-type: none"> Contact companies to develop play equipment. Liaise with 'FRIENDS committee' who are supporting the financial cost of the project. Discuss provision with Head Teacher and SENCO 		<ul style="list-style-type: none"> Children that struggle with the noise and busyness of breaktimes will have specific areas to access that help their mental health and well being and confidence to feel safe at break times. 	

			<ul style="list-style-type: none"> Sports Premium has contributed £2000 towards the provision of a reflection/sensory area 	
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<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.</p>	<p>87%</p> <p>41 out of 47 children confirmed meeting standard through PE Survey</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 2020.</p>	<p>87%</p> <p>Although no tests were possible to confirm these figures as we have not restarted our swimming cycle yet due to Covid-19. Figures gained from PE Survey</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>87%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>87%</p>
<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>	<p>Yes/No</p>

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: £18,390		Date Updated:	
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: 0%
Intent	Implementation		Impact		
<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>	
<ul style="list-style-type: none"> For all pupils to be engaged in physical activity for 30mins a day in school. For all pupils to be allocated 2hrs of curriculum PE per week. 	<ul style="list-style-type: none"> Team meetings with teachers to explain need for us to champion physical activity during lessons and promote active learning. Review lesson plans to assess impact of staff meetings and confirm if teachers are planning for activity during their lessons. Meet SGO and other PE coordinators to gather ideas and share staff. Consider school uniform and potentially move towards trainers being worn by all so that running is easier/quicker to start – or have children change into trainers upon arrival to school. Consider school time table and look for potential changes to lesson times so that movement is built in to transitions. 	<p>£00.00</p>	<ul style="list-style-type: none"> Heavily impacted by COVID restrictions. Clubs cancelled and children restricted to own bubbles. Children engaged in Daily boost activities in class bubbles. Virtual competition set up for children to compete in whilst in class bubbles. High participation in virtual competitions has help school perform exceptionally well. 	<p>Staff are embedding Daily Boost activities and movement in school routines. Majority of staff engaging in providing these activities for children and recognise the importance of these sessions.</p> <p>Next steps: Staff meeting to promote need for all staff to engage and provide sessions for all children.</p> <p>Evaluate the PE curriculum and identify training needs for staff to help provide quality PE sessions</p>	

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Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation: £6000 = 33%
Intent	Implementation		Impact	
<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>
<ul style="list-style-type: none"> For all teaching staff to be more actively involved in taking children to competitions to demonstrate that everyone values PESSPA when safe to do so. To have all teachers run /coordinate a sports club to show children how important it is when safe to do so. To continue to link school Character Muscles to PESSPA. For children not to be pulled out of PE lessons for booster lessons in maths & English to show that we value this as much as academic subjects. To celebrate children's involvement in PESSPA in a weekly assembly. For all classes to engage in movement breaks and energy lifting activities to show children that we are ALL doing it because we value it Provide staff with CPD opportunities in PE areas 	<ul style="list-style-type: none"> Teaching team to meet and divvy up which clubs and teams they'd like to be involved with when safe to do so. Coordinate weekly timetable of clubs and attach to teaching team when safe to do so. Staff meeting slots and weekly briefings to include sports updates, sharing board for Daily Boost activities. Assemblies to be linked into school values and continue with Bottesford Sports award for performance. Photos and reports of activities in school to feature in newsletter, on website and also on School Dojo. Prioritise development of outdoor equipment for physical activity. Utilise link with SGO to access CPD opportunities. 	<p>£6,000</p>	<ul style="list-style-type: none"> Competitions cancelled and tournaments put on hold due to COVID. School Sports Crew Leaders involved in developing sporting challenges for Local area to be involved in. (Part of sports package buy-in. £1700) Building work on equipment to begin October 2021 Only spent £1700 due to competitions cancelled 	<p>Children have continued to be engaged in physical activities.</p> <p>Teachers have adapted practise to provide physical activity.</p> <p>Next Step for next academic Year:</p> <ul style="list-style-type: none"> Re-establish extra-curricular clubs in new academic year when safe to do so. Re-establish sports crew leaders running clubs at lunchtimes Identify needs of staff to help teaching of PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £4000 = 22%
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:
<ul style="list-style-type: none"> To provide teaching staff with quality schemes of work that include planning, music and videos. To provide weekly coaching as part of ongoing CPD. 	<ul style="list-style-type: none"> Booked quality coaches and then coordinate PE lessons so that each class has similar opportunities. To ensure that PE coaching is of benefit to the teachers. To support personal growth by having teaching staff 'team teach' with sports coaches 	£4000	<ul style="list-style-type: none"> Staff CPD impacted by COVID restrictions due to course cancellations and restrictions on gatherings and mixing bubbles. Coaching provided by Dance teacher and basketball coach but for limited time. Triad PE coaching through staff meetings and observation put on hold until new academic year. Total of funding allocated spent: £2712 	<p>Next Step</p> <ul style="list-style-type: none"> Look at ongoing CPD in new academic year. Identify needs of staff to help teaching of PE. Investigate schemes of work to help build teachers confidence and quality of PE teaching. Look at introducing Triad coaching to help develop teaching and confidence.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £6000 = 33%
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>Additional achievements:</p> <ul style="list-style-type: none"> School to participate in Virtual school competitions in a range of different challenges and activities. 	<ul style="list-style-type: none"> Allocate each class with a set of equipment for the children to use at break times to encourage active play and daily boosts. 	£6000	<ul style="list-style-type: none"> Competitions and clubs cancelled due to COVID. Virtual competitions implemented and school engaged strongly with each 	<p>Equipment to help teaching and learning and active breaktimes.</p> <p>Two sensory rooms created and set up to provide on going</p>

<ul style="list-style-type: none"> • Replace and develop range of equipment available for use at breaktimes to encourage active play and for curriculum teaching • Develop sensory room to help support mental health and well of all pupils 	<ul style="list-style-type: none"> • Access Virtual sports competitions and set up rewards active classes and showcase achievements in newsletters etc. • Work alongside SENCO to identify rooms and resources to set up sensory rooms 		<ul style="list-style-type: none"> • element. School finish strongly in the competitions. • Range of equipment available for each bubbly to use during COVID restrictions. • Two rooms timetabled for use across the school. Has been very positive in supporting children with anxieties and different educational needs. • £5281.16 spent on resources for sports equipment and equipping sensory rooms 	<ul style="list-style-type: none"> • provision for SEND pupils <p>Next step:</p> <ul style="list-style-type: none"> • Identify resources to help support mental health and wellbeing for children outside of Sensory room provision. • Look at resources to support active play and active provision in Reception and KS1.
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Key indicator 5: Increased participation in competitive sport **Percentage of total allocation:**

Intent	Implementation	Impact	Impact	£2000 = 11%
<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>
<ul style="list-style-type: none"> • Increase participation across the school in school games activities and in intra school competitions • Encourage involvement of all children and classes in virtual school games competitions. 	<ul style="list-style-type: none"> • Access Virtual school games competitions • Encourage mass participation in virtual school games competitions to engage pupils 	<p>£2000</p>	<ul style="list-style-type: none"> • Competition calendar cancelled due to COVID. • Virtual competitions set up for schools to participate in in Bubbles. • Mass participation of all children in virtual competitions proved very successful. • Full support of each class engaging in these competitions. • School performed exceptionally well in virtual 	<p>Next Step:</p> <ul style="list-style-type: none"> • Re-establish school's participation in School Games activities. • Setup sports crew training and provision. • Re-establish level 1 (Intra-school) competitions in new academic year.

			competition – see table below <ul style="list-style-type: none"> • New equipment spent as part of KI 4 have supported participation in physical activity. • £1700 spent as part of PE Package with School Games Organiser 	
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Sports Premium Summary Overview:

Amount spent for academic year 2020 - 2021	£7993.16	Remaining Sports Premium to be carried forward for next academic year:	£10,396.84
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Sporting Achievements

Due to the Global pandemic all School Games competitions in which we would have competed against other school were suspended. In its place, all competitions were created as virtual competitions. This allowed for mass participation across the school as the competition were spread across the different year groups in school.

Successes included:

- 2nd place in the 2021 Back to School Games competitions.
- 2nd place in the Virtual Sports Hall Athletics competition
- Achieved Gold Standard in the Virtual school Games Awards
- Out of 644 participants across 9 schools two of our KS1 pupils finished in the top 3
- Finished 3rd in the KS1 multi-skills events
- Finished 3rd in Autumn term 2020 KS2 Virtual school games competitions
- Finished 1st in the Yr6 Football Virtual competition
- Finished joint 2nd in the Year 5 Tennis competition
- Finished 3rd in the Year 2 multi-skills competition
- Finished 2nd in the Year 1 multi-skills competition

Our children also performed exceptionally well in the individual awards for each Year group section of the School Games competitions.

- Year 6 Girl Hannah R finished 1st being the highest scoring individual in the school games competition
- Year 6 Boy Elijah finished 1st being the highest scoring individual in the school games competition
- Year 5 Girl Evie Waterfall finished 1st being the highest scoring individual in the school games competition
- Year 5 Boy Robbie finished 1st being the highest scoring individual in the school games competition
- Year 4 Isabelle - finished 3rd as the highest scoring individual in the school games competition Bottesford
- Year 4 Boy - Reece finished 3rd as the highest scoring individual in the school games competition
- Year 2 Josh finished 1st being the highest scoring individual in the school games competition
- Year 1 Louis finished 1st being the highest scoring individual in the school games competition

Signed off by	
Head Teacher:	Mrs E Barker
Date:	27.6.21
Subject Leader:	Mr C Andrews
Date:	27.6.21