

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:

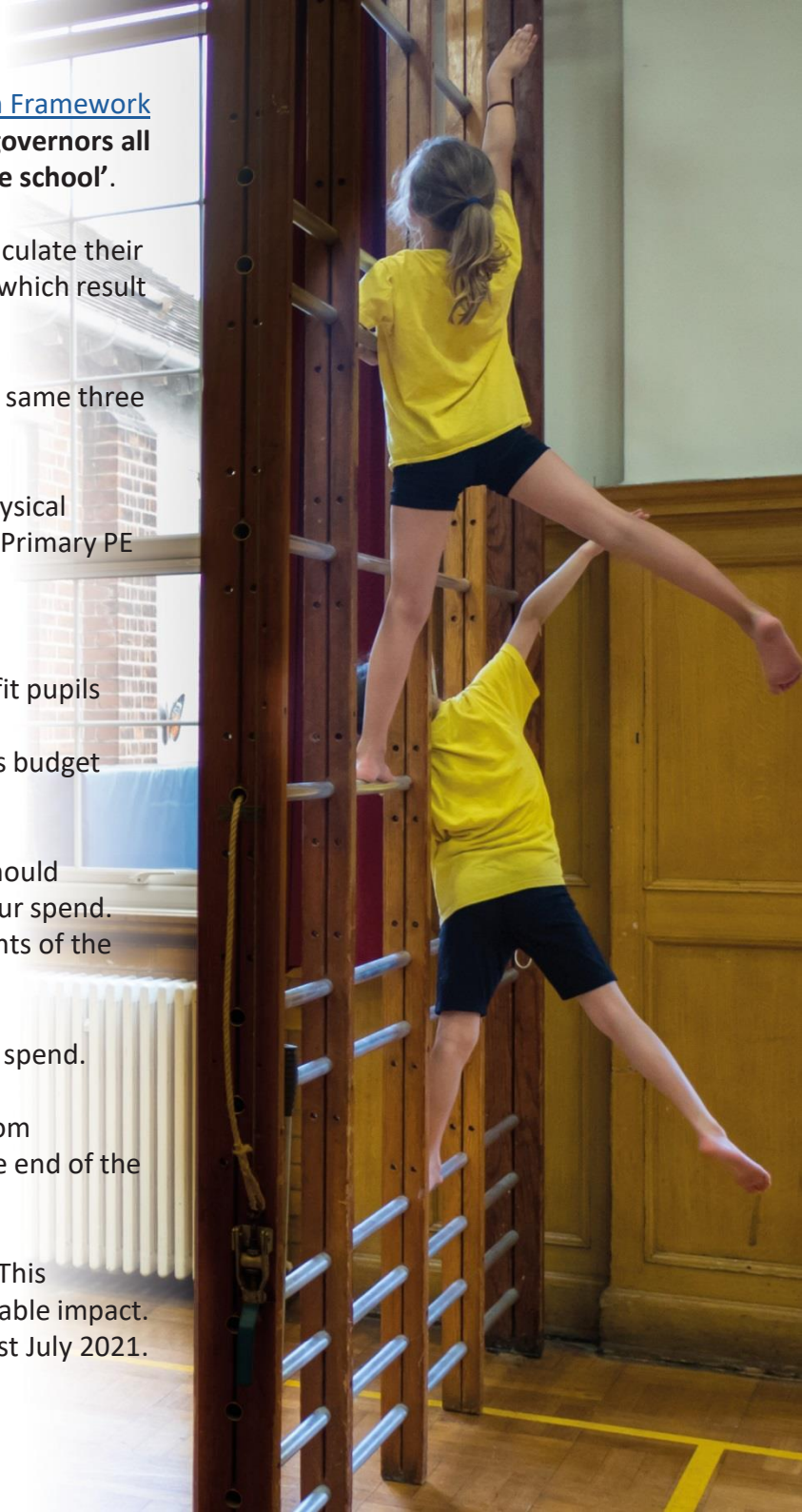
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • AfPE Quality Mark re-validation (pending.) • Modeshift Bronze level Active Travel Award (second time.) • Engagement awards x2 from sports partnership (LSL SSP) for high engagement in virtual competitions. • Use of technology during lockdowns to engage pupils in physical activity. • Bank of pre-recorded lessons and challenges which have been useful as CPD tools and as cover lessons. • Use of physical activity and competition at lunch times to promote wellbeing, positive behaviours, social interaction, teamwork and sportsmanship in KS2. • Use of wellbeing assessments to identify pupils with low self-esteem/anxiety/confidence to target and signpost to specific sporting clubs. • Focus on fine and gross motor skills in KS1 has identified key pupils who have been signposted to specific sporting clubs. • Subscription to local sports partnership (LSL SSP) has provided additional specialist coaching: ENERGISE- year 3 (healthy, active lifestyle and physical activity), Big Moves-EYFS (development of motor skills), LADs- year 6 boys (Live Active Do Something) and GALS- virtual offer for years 5/6 girls (Girls Active Lifestyles) and a disability coach for pupils in EYFS. • Nominated for an award for engagement in virtual competitions from sports partnership. • PE coordinators nominated for an award for developing wellbeing and improving health. • Whole school participation in Dance festival and sports day 	<ul style="list-style-type: none"> • Aim for 5th consecutive Sports mark 'Gold' award in 2020-2021 to gain 'Platinum' status in 2021-2022. • Re-apply for 'Quality Mark with Distinction' revalidation. • Leadership courses to be completed by PE Specialist teachers to further develop leadership and management skills, (NPQML and NPQSL). • Continue to develop strategies to 'close the gap' for pupils not achieving age-related expectations by using the alternative assessment system in KS1 as well as KS2 and by signposting individual pupils to physical intervention clubs/groups to assist their development. • Further development of CPD opportunities, monitoring, assessment and evaluation of all members of staff teaching PE, so that the teaching and assessment of all pupils across the school is consistent. <p><u>Post Covid-19 Work and Wellbeing:</u></p> <ul style="list-style-type: none"> • Continue to work closely with LSL SSP to develop our wellbeing curriculum and extra-curricular offer and continue to raise opportunities to key groups, (Girls, SEND/ inactive). • KS1 mid-afternoon physical activity time to be planned by PE specialist teachers and structured to aid development of fine and gross motor skills and building on fundamental movement skills. • Begin a family fitness extra- curricular club to be offered throughout the year, with long-term goal to develop over a number of years, to include links to local clubs, guest speakers, information and advice for healthy eating, cooking, ways to get active and stay active. • PE specialist teachers to work with and train lunchtime staff to build their knowledge and confidence in delivering a variety of fun physical activities for pupils to participate in.

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 £ 20, 710

= Total to be spent by 31st July 2021 £ 20, 710

<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>Current year 6 pupils have not swum with school since year 3. This data has collated based on information provided from an online parental survey (2/3's of parent responded. Where data was unavailable, we have based data on year 3)</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>	<p>53%</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>Please see note above.</p>	<p>46%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>40%</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>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: £20, 710		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: 76.5%
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: £16, 000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Provide all pupils with opportunities to access free sporting and physical activities, (including interventions during school time, active lunchtimes, and extra-curricular clubs), in addition to their PE lessons.	<ul style="list-style-type: none"> - Broad range of extra-curricular clubs for every year group (linked to booster groups/catch up programme following Covid19) - Children identified from wellbeing assessments targeted for specific clubs including LADS/GALS clubs for inactive/low confidence pupils in upper KS2. - Activity Bags including equipment, activity cards, well-being booklets and associated resources have been created for 12 less active/disadvantage girls. The activity bags have designed to inspire children to be active at home during the summer holidays. - The school delivered the Live Active Do-Sometime project, 6 weeks of activity for less active boys in year 5/6. The activity was chosen by the participants. This included working with a martial arts coach to develop confidence 		PE specialists' additional hours: £16,000	<ul style="list-style-type: none"> - Attendance and demand for clubs is high because there is no cost to parents. Therefore, pupils who would not usually be able to go to clubs outside of school due to financial difficulties to improve health and fitness. (Evidence = fully subscribed clubs. 30 pupils KS2 and 20 pupils KS1) - PE booster groups part of the catch-up programme following Covid19 have taught pupils & families the importance of physical activity in managing mental health and wellbeing. - Use of pupil wellbeing assessments alongside staff knowledge of pupils to target individuals for specific clubs. As a result, targeted pupils benefit more from attending clubs i.e. increased self-esteem, more respect. 	
			Sustainability and suggested next steps:		
			Continue to develop the extra-curricular sports offer with new activities (i.e. badminton) to attract new pupils to clubs and maintain the interest of those already regularly attending.		
			Use of wellbeing assessments to target pupils for a wider variety of activities.		

	<p>and self-esteem.</p> <ul style="list-style-type: none"> - Children identified as having weaker motor skills in EYFS prioritised to receive Big Moves intervention programme and 6-week specialist disability coaching. - The school participated in the Energise Club. The 6 weeks of sessions delivered by SLSSP staff with inactive/less confident Year 3 and 4 pupils. The sessions included fun physical games and mindfulness. - Autumn term clubs prioritised physical fitness of KS2 pupils following impact of Covid19 (cross country). - Purchase of lunchtime time play equipment, so all year groups/bubbles have access to equipment which encourages active play at lunchtime. - PE specialists timetabled to lead tournaments/games at lunch time focusing on teamwork, sportsmanship, and fair play. - Training of lunch time to confidently lead a variety of simple games/challenges which appeal to a broad range of pupils. - Participation in a variety of virtual challenges organised by sports partnership. 		<ul style="list-style-type: none"> - Big Moves data and impact - Pupils able to remain active at lunchtimes despite restrictions in place. Sharing of equipment and more harmonious lunch times. - Pupils who find social times difficult feel included because there are organised events for them to participate in (pupil voice sports survey, only 2% of pupils said they didn't join in with any of the activities on offer. Sample size = 25 KS2 pupils) - PE staff have reported noticing a difference in pupils being able follow the rules of games and are more accepting of decisions during PE lessons - Reduction of negative lunch time incidents as staff are more confident to lead games and understand the rules. - Pupils keen to demonstrate positive characteristics/traits such as sportsmanship and fair play as this is rewarded and reinforced. - Pupils have had access some form of competitive sport despite the restrictions in place. ALL pupils are now able to represent the school through virtual comps (all 18 classes taken part in at least 1 challenge, approx. 500 pupils. School nominated for an engagement award by LSLSSP). 	<p>Continue to develop lunchtime provision across all key stages and year groups.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>0.3%</p>

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: £40	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>PESSPA used as a tool to improve behaviour, build relationships and raise aspirations.</p> <p>PESSPA used to support pupil wellbeing and the reintegration of pupils back to the classroom following lockdown.</p>	<ul style="list-style-type: none"> - Continue to reinforce the PE reward system 'Sports Stars' which acknowledges pupils for specific behaviours demonstrated (school games values), or improved effort/behaviour over a series of lessons. Positive social interactions included within reward system to support pupils return to school. - PE specialists have worked in partnership with the lunchtime manager, SLT and the year 6 teachers to organise engaging sporting and physical activity opportunities each lunch time. - Prize draws at end of each term which all 'Sports Stars' are entered into for chance to win a Sports Direct £5 voucher. - Additional prize draw for 'positive lunchtime' slips, handed out during lunchtime tournaments for good sportsmanship/fair play/respect etc. - Physical activity motivators and brain breaks used reward positive learning behaviours. Designated equipment for pupils to choose from - 4 sports ambassadors and 4 wellbeing ambassadors trained to promote PESSPA and wellbeing across the school i.e. virtual assemblies, newsletter articles, pieces for display boards 	<p>8 x £5 Sports Direct vouchers for 'Sports Star' draws: £40</p>	<ul style="list-style-type: none"> - Reinforced the value of PESSPA, pupils more aware of the wellbeing benefits of taking part in physical activity. Pupils enjoy participating in teams/groups and are more encouraging and supportive of one another (staff feedback). - A reduction in negative lunchtime incidents due to pupil's engagement in lunchtime tournaments and challenges (over 40 pupils were in the prize draw for displaying positive behavioural traits at lunch time). - Improved relationships between PE/lunchtime staff & pupils. Positive relationships between pupils as respectful of one another. On the whole pupils are more able to win/lose gracefully and there is less confrontation. - Increased number of less able/less confident pupils participating in lunchtime activity due to supportive environment. - The Sports and Wellbeing Ambassadors have gained confidence in their roles, modelling high expectations for all. - Other pupils aspire to become 	<p>The lunch time supervisors are trained to put on a range of activities/games during lunch. The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch. The Playground Leaders will continue to put on a lunch time club for KS1 children.</p> <p>The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's physical activity offer.</p>

<p>Encourage active travel to school.</p>	<ul style="list-style-type: none"> - Participation in a wide variety of virtual challenges i.e. cricket, basketball, boccia and athletics as well virtual showcases and events i.e. dance showcase. - We utilised the SLSSP Return to Well-being resources to support students back into school, as well as developing our own 'Healthy Minds' programme. Pupil wellbeing is now tracked and monitored frequently across the school, and all pupils learn about strategies for managing their wellbeing during a series of 8 assemblies and workshops. - Took part in two Active Travel Months. During October 2020 and May 2021, students and families are encouraged to walk to school. A wallchart was given to each class to record children actively travelling to school. A trophy was given to the class that actively travelled the most. 		<p>a Sports and Wellbeing Ambassadors and see them as elevated members of the school community because of their role.</p> <ul style="list-style-type: none"> - Pupils know that sport and competitive sport is accessible to all. All pupils can represent their class and the school in virtual challenges & sport, raising aspirations in the process. - A high percentage of pupils and staff actively travelling to school (52% of pupils travelled actively for 15 days or more during October 2020) 	<p>The school continues to promote active travel through school newsletters and social media. The school work closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p>
--	--	--	---	---

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>5%</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: £960</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>Develop the subject leadership skills of PE specialists to improve the planning and delivery of PE and sport across the school.</p>	<ul style="list-style-type: none"> - PE specialists written a subject specific PE policy alongside SLT which has been shared with all staff. - Created a PE vision statement to align with whole school values and ethos 'Our pupils understand that PE and School Sport is not about being the best, it's about being the best version of themselves...' This will be the header for the PE section of the school website. - PE coordinators have taken part in a PE specific subject leadership programme developed by the academy trust. - The PE coordinators have also been part of a 'return to wellbeing education' programme involving attending a series of workshops and webinars to share best practice. - Skills audit completed by all non-specialist staff teaching PE and audit of CPD/training actions were followed up. - PE assessment trackers shared and explained to non-specialist staff, along with the 'alternative assessment' framework and tracker for lowest ability/SEND pupils. - PE staff have peer coached one another, as well as being observed by local sports partnership representative. - Visual assessment aids created to support non-specialist staff when assessing pupils in PE. - 1:1 support staff worked alongside a specialist disability coach to develop knowledge and 	<p>£960 cover costs of PE staff</p>	<ul style="list-style-type: none"> - PE ethos aligns with and directly links to whole school improvement plan. Pupils understand cross curricular links between what they are learning within PE and the classroom. - Pupil voice has demonstrated that pupils have high aspirations regarding PE and school sport. (92% of pupils reported feeling always/mostly confident in PE lessons, 68% reported being always/mostly successful). - Pupils have an understanding of the wider world and an acceptance of different cultures. - Class teachers have reported feeling more confident when delivering PE. (PE coordinators obtained feedback from all teachers/staff delivering PE lessons) - CPD, training and support were based on the needs of individual staff, therefore specific areas of their subject knowledge were improved, leading to more consistent assessment of all pupils in PE. - Pupil's engagement and fitness have substantially increased post lockdown. (Baseline fitness testing with KS2 pupils) - Staff can confidently assess pupils in different areas of the PE curriculum, giving specific feedback to pupils enabling them to make progress. - 1:1 staff have developed ideas to support pupils during lessons allowing SEND/vulnerable pupils to make progress. - Staff are confident of responding 	<p>SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.</p> <p>PE coordinators will continue to network and access CPD opportunities through LSLSSP and the academy trust to ensure standards remain high.</p>
<p>Develop staff confidence and understanding of assessment in PE through continuing CPD, training and support</p>				

	<p>understanding of including SEND pupils in PE lessons.</p> <ul style="list-style-type: none"> - Wellbeing training and resources provided for all staff. All staff had the opportunity to take part in the LSLSSP Inspiring PE and Well-being CPD Month. During November 2020 some staff participated in a series of webinars to improve confidence in teaching PE and increase school physical activity levels. The webinars included Teaching Dance with Confidence, A Guide to Teaching Pilates and Active Maths/Literacy. - The PE co-ordinators have taken part in the virtual Leicestershire and Rutland PE CPD week, taking part in a variety of workshops including 'staff wellbeing and wellbeing at work', 'daily boost workshop', 'active travel workshop', 'adapting PE during Covid19' and 'supporting mental wellbeing through the Covid19 pandemic.' The PE Co-ordinators shared the learning points with all staff. 		<p>to pupil wellbeing needs within PE lessons. This has enabled pupils with lower self-esteem/confidence to make progress.</p>	
--	---	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	18%

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: £3, 750	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Provide all pupils with a broad and balanced PESSPA curriculum, which includes opportunities for ALL pupils to access competitive sport and personal challenge.</p>	<ul style="list-style-type: none"> - All year groups/classes to have access to a range of virtual sports competitions and challenges through the school sports partnership. - Developed a range of online PE content for pupils to access PE & sport at home, inclusive lessons and personal challenges. - Work with local authority/sports partnership to provide equipment so that the most vulnerable pupils can access PE and sport from home. - Purchase of new gymnastics equipment and apparatus. - 4 badminton nets and rackets purchased. - 2 outdoor table tennis tables bought along with bats and balls. - Playground equipment purchased for each year group bubble. - Introduced a wider variety of dance content, including a virtual dance festival. - GALs (Girls Active Lifestyles), LADs (Live Active Do Something), ENERGISE, Big Moves (physical skills intervention), Change4Life clubs offered to targeted pupils. - Football Development Schools (WBA FC), Leicester Tigers and Leicestershire CCC have all delivered sessions during PE lessons. - Ran multi-sport clubs after school for every year group rather than sport specific, to enable pupils to access as broad a range of sports as possible. - The school sent out the SLSSP Festive Fun booklet to all 	<p>£1100 equipment</p> <p>SLSSP Membership £2650 (split across all key indicators)</p>	<ul style="list-style-type: none"> - The majority of children enjoy sporting competition and representing their school or class. (94% of pupils reported always/mostly enjoying lessons involving these challenges/competition) - Pupils with no sports equipment at home can use alternative items around the house to engage with sport and physical activity. Many activities involved sharing activities and games with family and friends. - Parents commented on the positive impact the online learning materials had on children during lockdown (Class Dojo messages sent to PE staff) - Pupils have been able to engage in a wide variety of physical activities at lunch time. This has seen a reduction in negative lunch time incidents. - Increased confidence of pupils to perform in front of others. Opportunity to see the work of other schools. - A number of pupils were offered academy trails at the development school. 5 pupils have been maintained by the academy. - Introducing new sports to pupils in preparation for their 	<p>To complement our existing competitive sports opportunities with more virtual competitions so that all pupils have the opportunity to represent the school/class over the course of the academic year.</p>
---	---	--	--	---

	parents, it was designed to keep children and families active over the Christmas holiday despite the COVID-19 restrictions. Also we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.		transition to high school/next year group.	
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.2%
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:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	<ul style="list-style-type: none"> - Subscription to SL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. Pupils took part in the following virtual competitions; basketball, rugby, cricket, 5k and quad cup Olympics. - Pupils took part in personal challenges and were encouraged to practice skills and improve them. These personal challenges included football dribbling & basketball shooting. - The SLSSP put on a series of virtual Key Stage 1 competitions. The participants took part in activities designed to improve agility, balance and co-ordinator (physical literacy). These included a mutli skills relay, boccia and quad cup Olympics. - Staff encouraged pupils to submit scores/photos of their personal challenges as part of the online learning resources. 	7 x £5 sports direct vouchers = £35	<ul style="list-style-type: none"> - Every child in KS1 and KS2 (approx. 500 children) have taken part in sporting competition this year. This is a significant increase, particularly KS1. - Children were able to take part in friendly sporting competition at home during lockdown. 	<ul style="list-style-type: none"> - The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The school is committed to taking part in the local competitions, as well as those within the academy trust.

Signed off by	
Head Teacher:	<i>J Andrews</i>
Date:	07/07/21
Subject Leader:	<i>Ellis. M</i>
Date:	05/07/2021
Governor:	<i>Celia Varley</i>
Date:	14/7/21