

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:

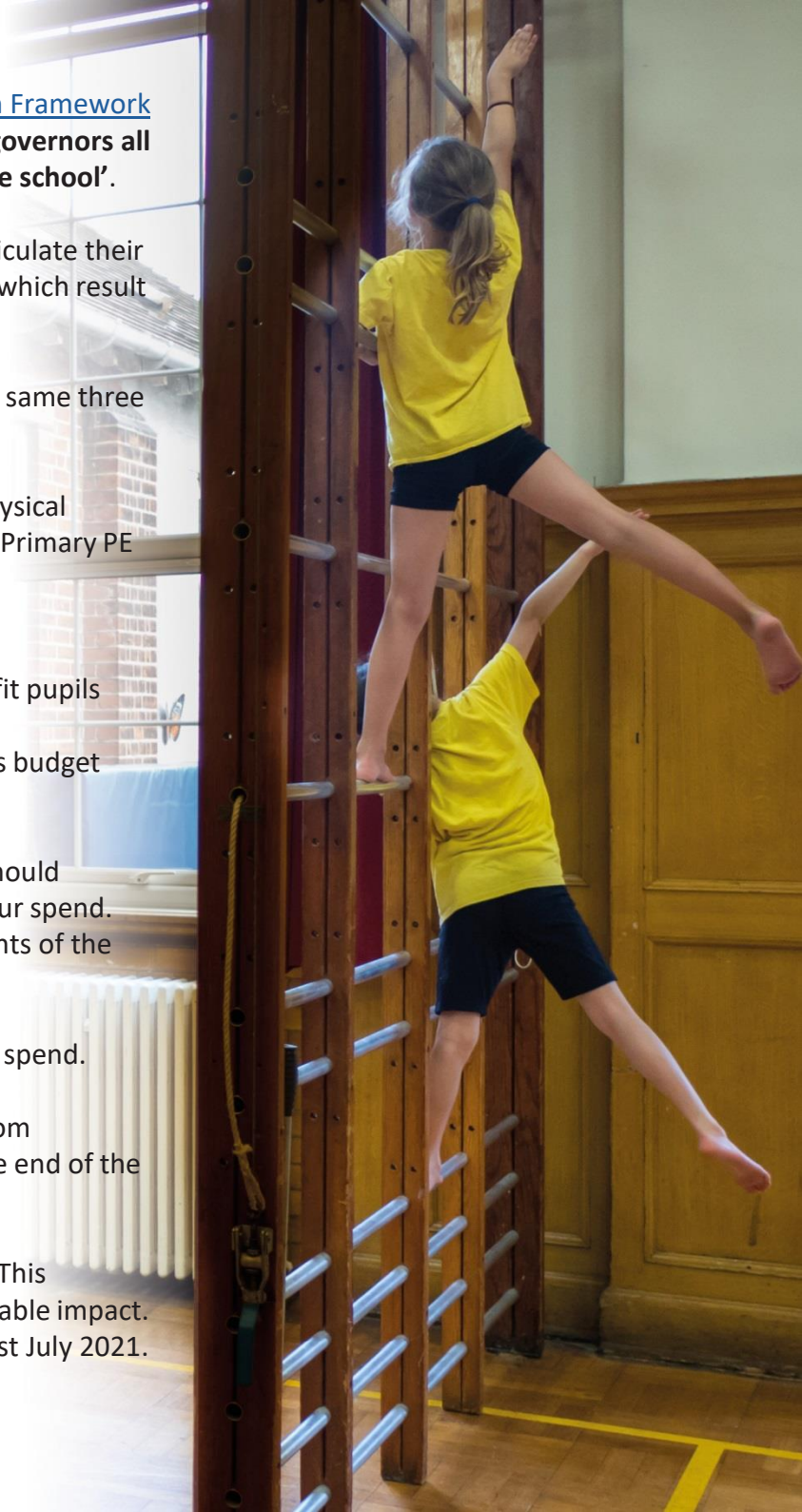
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<p>Children competing in more competitions and a greater variety of competitions for A and B teams, school games value teams. Joined basketball league with L4L. School cluster group football and netball competitions.</p> <p>Primary stars in school and staff due to attend training.</p> <p>More children in Year 4 being able to swim, now able to use our own swimming instructors and local pool. Children have more pool time and we are able to provide top up sessions in Year 5 for those still struggling. A weekly swimming club for year 5 and 6 allows children to continue swimming. Also opportunities for Years 1 and 2 children to swim and build water confidence.</p> <p>Held the School Games Gold award for 3 years.</p> <p>More active playtimes in KS2 – equipment bought and used.</p>	<ul style="list-style-type: none"> ● Reintroduce after school clubs when it is safe to do so. ● Continue to introduce PE sessions to EY. ● Provide training for staff where possible. ● Increase the range of equipment available in school. ● Swim boosters for those children who need it due to missing sessions due to covid. ● Look at lunchtime clubs and monitoring it. ● Review PE timetable for September and look at provision. ● Re development of the school’s PE curriculum using PE passport and staff training to support this. (unable to do this due to covid)

<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>	90%
<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>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes

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: 2021/22		Total fund allocated: £		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:
					%
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 to be active during playtimes and lunchtimes. Support staff to ensure that all children have the chance to participate in 30 minutes of physical activity	To train TA's to lead activities during Lunchtimes. To purchase equipment needed for activities.		£500	TA's leading a variety of activities at lunchtimes and children to be actively participating in a variety of sports/ fun activities. More in house staff qualified, better knowledge of variety of games to play with children. Still need more training.	
To help with children cope with their emotions/ emotional well-being.	To roll out the well-being group from Ed Start to Y5 children. To help with controlling emotions and friendships. L4L to work with Year 4 pupils		£700	Children to manage their emotions to allow lunchtimes and playtimes to run smoothly. Better	
Purchase of new equipment for EYFS to ensure that physical development is promoted throughout the day in continuous provision.	For equipment to be used during continuous provision so that children develop their physical skills in order to gain GLD.		£300	Improved levels of physical development. More opportunities for children.	
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?:	Sustainability and suggested next steps:
In first term have use outside company to raise the profile of PE and being active in school	Freddy Fit/ Dojo Karate? to visit school throughout the year to highlight the importance of PE and sport with all children from R – Y6	£800	Need to look at this for next year – unable to have large groups in the hall due to Covid.	Children/staff to use the Freddie fit sessions in school.
Participate in the Rochdale School Games Partnership	Access the partnership by completing signing up form. Use of partnership for competitive events, training for Sports Leaders and the support of developing PE across school.	£750	Accessed a few competitions in the later part of the year. Competed in a few competitions with cluster group during Autumn term – smaller numbers. Sports leadership training completed with Link 4 Life – Year 5.	Continuation of this partnership into 2022/2023 academic year. New sports Leaders announced for next academic year.

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:
Introduction of the PE passport to ensure a more balanced curriculum	Continue to use - Organise staff meeting to help staff access passport.	£599 Y2	Still need to organise staff training as unable to do due to Covid.	Use PE Passport whole school during 22year Whole school curriculum to be put on to the PE Passport to support staff in delivering the curriculum. Discuss this with L4L. All staff to use this for assessment to help to break down the achievement in

Train TA's in playground games/sports for lunchtimes.	PE co-ordinator to get in touch with School Games team to find out if there are any courses for TA's to attend. Talk to coaches leading lunchtime clubs to provide and set up activities for TA's to supervise at lunchtime.	£200	TA's more willing to set up and take part in activities. More children active at lunchtimes.	PE Staff then have the skills to help and encourage children to participate in physical activity.
Staff professional development	Use of L4L to teach 1 x Year 2 and key stage 2 lesson a week.	£6000	Staff to feel more confident and be able to follow up on skills taught.	Continue to build on partnership with L4L

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

Intent	Implementation		Imp act	
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:
Lunchtime areas/activities set up for children to take part in competitive sport.	Coaches/TA's to provide equipment and supervise children.	£2000	More children engaged in sporting activities during lunchtimes	To increase the variety of sports and physical activities available during lunchtimes. Look at linking activities to relevant sporting events or competitions.
After school clubs	Employ coaches to provide variety of afterschool clubs set up.	£2000	Increase participation in afterschool clubs.	To continue to provide a range of different sports to encourage more children to participate.
Involvement in a variety of sports in order to engage more children	Access individual sports once announced by RBSGP	Part of the RBSGP	A variety of sports offered as after school clubs. Children from across the whole school to have access to at least 1 club.	Continue with this offer into the next academic year.

Identify children needing further support in maths.	Links with RAFC Children to be invited to take part in an active maths after school club.	£500	Children really enjoyed the sessions and began feel more confident in their maths skills.	Children to feel more confident and use the skills they have learnt in lessons.
Identify children needing support with PSHE skills eg friendships, confidence, dealing with situations.	Links with RAFC and Ed start Individual children and whole classes to take part in Physical PSHE sessions	£1000	Children to feel more confident and be able to have the skills to cope in different of situations.	Children to feel more confident and use the skills they have learnt in lessons and social situations.

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:
Lunchtime areas/activities set up for children to practice their skills.	Coaches/TA's to umpire/referee a variety of sports.	£2000	More children engaged in activities during lunchtimes More children engaged in a range of competitive sports during lunchtimes.	To increase the variety of sports available during lunch
After school clubs	A variety of afterschool clubs set up for different age groups to allow for increase participations.	£2000	A variety of afterschool clubs set up for different age groups to allow for increase participations.	To continue to provide a range of different sports to encourage more children to take part in competitive sport. Links given for clubs in the community.
Raise profile of taking part in competitive events	Award trophies/medals/ certificates for those children who participate in competitive events in assemblies.		Children received recognition for their participation in rugby/football/cross country/dodgeball events.	Continue with these awards next year.
Membership with RBGPS to ensure the participation in a range of competitive events.	Access the partnership by completing signing up form. Use of partnership for competitive events, training for Sports Leaders and the support of developing PE across school.	£750	Competitions accessed as often as possible.	Continue this partnership into next academic year and try to participate in more events.

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	