

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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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](#).

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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>The profile of PE and sport within the school community is high. Governors are kept up to date regarding extracurricular activities and there is a Governor assigned who is responsible for monitoring the PE curriculum alongside the school PE coordinator. The range of physical opportunities both within the curriculum and extracurricular has increased and pupil engagement in competitions and festivals is high. Opportunities for leadership, eg Sports Crew have also been developed. We have taken part in the SSP programme of activities which has been adapted due to COVID. We have participated in virtual events and activities.</p>	<p>Due to Covid, competitions and events have been virtual and we need to work to reengage with activities. Opportunities for leadership have levelled out due to the inability to mix bubbles of children at school so more work is needed around this. Playtimes have proved more challenging in many ways since the children have returned to school, partly because social interaction has been limited and partly because of the inability for classes to mix together. Work is required to create a more interactive, positive playground environment for the children. Due to staff movement between groups of children being limited, the Change for Life club has been limited as to which children can be targeted. Active lessons have been identified as a priority by the Sports Crew, following their audit.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES
See details below:

Academic Year: September 2019 to March 2020	Total fund carried over: £5,655	Date Updated: Feb 2021
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What Key indicator(s) are you going to focus on? Key Indicators 1 and 4

Intent	Implementation		Impact	
Pupils will engage in regular physical activity, including at playtime.	Playground equipment will be increased and large play equipment will be purchased, increasing physical opportunities.	£5,665	Pupil engagement at break times and lunchtimes will be monitored. Pupil voice will also be used to measure impact and engagement.	This equipment will enable long term engagement in physical activity (indicator 1) and broaden the range of activities on offer (indicator 4)

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	93%(14 out of 15)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	No, we have provided catch up sessions for year 5 and 6 due to Covid but that has been funded from the school budget as it was to ensure that as many year 6 pupils as possible could swim at least 25m.

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: £21,545		Date Updated: June 2021	
<p>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</p>					Percentage of total allocation:
					61%
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:
Pupils will engage in regular physical activity, including at playtime.	To install large play equipment on the playing field which provides a challenging play environment to include physical and creative opportunities.	£10,111			<p>This has been carried over to next year due to COVID and the resulting lockdown.</p> <p>Pupils were isolating on the proposed Active Lessons Day. This will be carried over to 2021-22</p>
Staff will receive guidance and training around positive playgrounds from Wellbeing Education.	Lunchtime staff and pupils to take part in training from Wellbeing Education. This will take place in school and will include strategies which are applicable to and effective in our school environment.	£795			
Staff will facilitate more active lessons for pupils.	Active lessons to be promoted by the Sports Crew with the support of David Hanson from the SSP.				

Pupils will have an increased range of equipment, encouraging more active playtimes.	Resources purchased to include small play equipment, tennis posts, vertical jump and speed bounce mats.	£1500	Resources were provided for pupils within their “bubbles” and this facilitated a variety of physical activities and more active playtimes.	
Less active pupils will be more active, developing confidence and enjoyment in physical activities.	A Change for Life club will take place for targeted pupils.	£840	Change for Life club took place within bubbles.	
Sensory				

Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
9%

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:
Increase in resilience through physical activity. Also development of positive mental health and wellbeing.	Work with Wellbeing Education and cluster schools to increase resilience. This programme will last for the academic year and will have sustainable impact on mental health and wellbeing.	£400 (total cost to be shared with school budget)		This has been carried over to next year due to COVID and the resulting lockdown.
Pupils will take part in a variety of sports festivals, competitions and events. These will be promoted within the school community to raise the profile of physical activity.	Engagement in Daventry School Sports Partnership package	£1,350	Pupils have engaged with some virtual and some face to face competitions and festivals.	
Improved self-esteem in quiet, less responsive children increasing engagement, improving focus and attention and communication skills as well as increasing the development of physical skills.	Introduce sensory circuits for targeted pupils.	£155.98 for trampets	Sensory Circuits has been an effective intervention for pupils (see provision maps)	

Leadership skills in pupils will be developed.	Key stage 2 pupils will attend Sports Crew Training. They will organise activities and promote physical activity throughout the school.	£60	Sports Crew training took place and pupils led some sports events, including sports day. They have also planned an active lessons day for the whole school. *	<ul style="list-style-type: none"> Unfortunately, pupils were in isolation on the planned active lessons day so this will be carried forward to next year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
To upskill staff so that they are skilled and confident when teaching PE and sport.	CPD for staff Coaching programme Inclusive PE training Orienteering training	£1000 Free £500	Orienteering lessons have taken place and pupils have learned new skills and improved teamwork and communication. Inclusive PE training has given ideas for engaging SEN and less active pupils.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
Additional achievements: Outside coaches will work within school alongside staff. This will provide a broad range of activities whilst upskilling staff for sustainable impact. Pupils will experience a wide range of physical activities	Engagement of Saints rugby Whole school Ultimate Frisbee Day	£2,000 (Green package) Free	Coaches worked with staff to deliver a programme of lessons. This improved staff confidence and ideas and increased rugby skills related lesson content for pupils. Pupil engagement was excellent, including that of less active children. New skills learned.	

Key indicator 5: Increased participation in competitive sport				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils will be able to access a range of competitions and a range of offsite facilities.	School mini bus will enable travel to and from events and facilities. This will enable more access to events as it works out cheaper than the cost of multiple coaches.	£2031.63 towards mini bus lease. Remainder is funded through FOOPS (Friends of Overstone Primary School)	The mini bus enabled access to school games events, both competitions and festivals. This included a whole class of year 2 pupils taking part in a multi skills festival at the School Games Day.	
Pupils will access inter and intra school competitions via the SSP	Purchase the competition package from the School Sports Partnership	£1350	School was awarded the PE, School Sport and Physical Activity Award with distinction. This was to recognise its commitment to school sport and physical activity for all.	
Participate in virtual athletics competition	Purchase of vertical jump and speed bounce mats	£562.95		

Signed off by	
Head Teacher:	Janice Mardell
Date:	September 2021
Subject Leader:	Janice Mardell
Date:	September 2021
Governor:	Stephanie Welsford

Created by:



Supported by:



Date:	
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