

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:

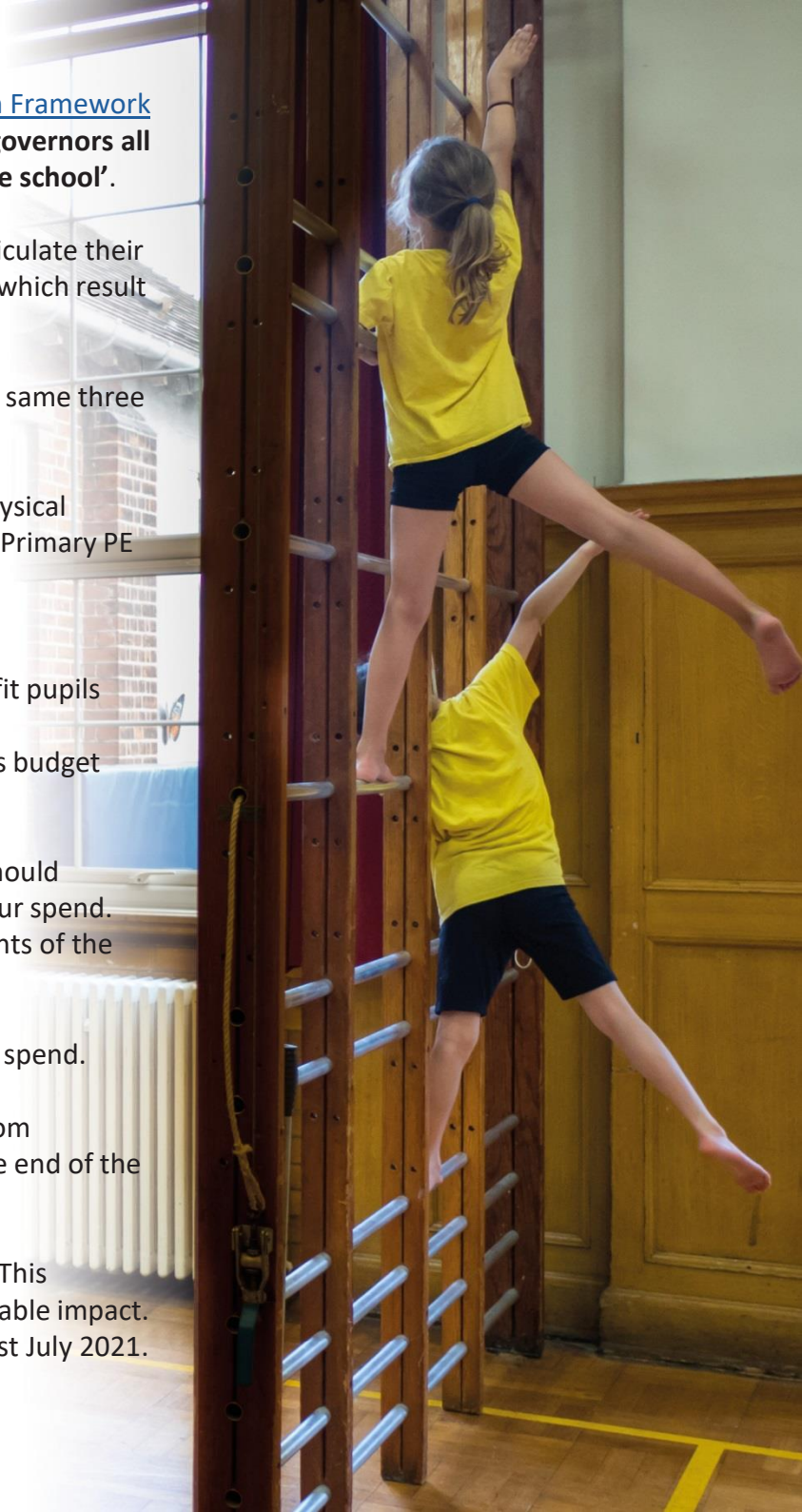
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Increase in the variety of physical activities offered at break and lunchtime aid with the engagement of all pupils in at least 60 minutes of regular physical activity. • Implementing an active lessons approach to the pupil’s daily routine to encourage wellbeing and pupil focus throughout the school day. • Our specialist PE teacher has provided training to our Year 6 pupils so they are able to form a sports crew which organises lunch time activities and challenges to promote physical activity and raise the profile of PE across the school • Despite the pandemic a large number of Stathern pupils have participated in the virtual school games challenges and four sports leaders challenges were nominated for an award and used as part of the Summer school games championships. 	<ul style="list-style-type: none"> • Implementation of the Daily Mile to aid with the engagement of all pupils in 60 minutes of daily physical activity. • To provide training to our Year 5 and 6 pupils so they are able to form a new sports crew which organises lunch time activities and challenges to promote physical activity and to continue to raise the profile of PE and School Sport across the school. • To reintroduce extra-curricular activities and clubs post COVID to promote physical activity and club links. • To continue to utilise the PE specialist to upskill staff in areas such as gymnastics, pilates, orienteering and invasion games to increase confidence and knowledge in the teaching of physical education across all staff. • To continue to implement an active lessons approach to the pupil’s daily routine to encourage wellbeing and pupil focus throughout the school day.

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 £16,890
= Total to be spent by 31st July 2021 £12,822

<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>0% - due to COVID lessons were unable to take place</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>92%</p> <p>11/12 children in cohort -as surveyed by parents due to no lessons for last 2 years</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>92%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</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: £16,890		Date Updated: 31 st July	
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: 60% -actual
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 continue to implement the active lessons approach to whole school learning. Continued employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills. To continue to provide the opportunity for children to partake in more structured physical activity as well as free play during break and lunchtimes. 	<ul style="list-style-type: none"> To ensure that lessons are active when possible and pupils have at least 30 minutes of daily activity either outside with Daily mile or inside with Yoga and Dance activities. PE specialist to introduce the teaching of new inclusive activities such as Ultimate Frisbee, Handball and Skipping. During break and lunch times we have provided the opportunity for children to partake in more structured physical activity as well as free play this has been implemented through different zone areas within the playground set up. 	<p>£7,700</p> <p>£200 For zone equipment/PE equipment</p>	<ul style="list-style-type: none"> Pupils have been better engaged during lessons and it has helped pupils settle back into school after the winter school lockdown closures. Staff have been upskilled on new activities and feel more confident to teach a wider range of activities. Pupils have been more engaged in physical activity and creative play during break and lunchtimes and behaviour and friendship issues have decreased in number. 	<ul style="list-style-type: none"> To continue to implement a whole school approach to active lessons and to introduce the Daily Mile initiative to further increase pupils daily physical activity. Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills To continue to provide the opportunity for children to partake in more structured physical activity as well as free play during break and lunchtimes by the employment of different zones within the 	

				playground and sports crew members to deliver challenges and activities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 13 +% - actual spend
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"> • Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills • To deliver a wider range of extra-curricular activities to be offered to raise the profile of PESSPA across the whole school and engage all pupils in physical activity. • Certificates to be given out in assembly to celebrate school values through physical activity at lunchtime and sports crew board to be developed to celebrate PE and Sport success across the school. • PE and sport whole school initiatives being implemented by all staff for example Daily Mile and Daily Boost 	<ul style="list-style-type: none"> • PE specialist to introduce new inclusive activities such as Invasion games, boccia and skipping. • To deliver a wide range of extra-curricular activities to include school games club provisions such as a Change for life and Work it Weekly club. • Certificates have been awarded by sports crew members for fair play and sportsmanship during lunchtime activities. These have been celebrated in class bubbles instead of whole school assemblies due to covid restrictions. The sports crew board has been developed throughout the year by sports leaders. 	<p>Money for this indicator has already been included above</p> <p>£1700</p>	<ul style="list-style-type: none"> - Staff have been upskilled on new activities and feel more confident to teach a wider range of activities. Pupils have been engaged and enjoyed taking part in the new activities. - Despite the pandemic a wide range of extracurricular clubs have been delivered when Covid restrictions allowed. Uptake to clubs has been high and it has helped pupils to develop socially and mentally after the third lockdown. - The members of the sports crew have helped deliver the majority of the school games challenges and activities and inspired 	<ul style="list-style-type: none"> - Employment of a specialist PE teacher to continue to support staff and pupils to develop their PE knowledge and skills in new inclusive activities such as orienteering and Tri-golf. - A wider range of after school activities offered to increase the engagement and profile of sport and physical activity across the school. - To continue the development of a school sports crew committee/young leaders group to provide activities and challenges during break lunch time

<p>initiatives and challenges.</p>	<ul style="list-style-type: none"> • Daily mile and daily Boost challenges to be delivered as a whole school approach by class teachers. 		<p>pupils across the school to take part in the virtual summer school games championships. Furthermore, 4 pupils took part in the ‘Design a sports challenge’ competition and were successful in having their challenge chosen by the school officer for pupils across the partnership to take part in during the summer term sports championships.</p> <ul style="list-style-type: none"> - Daily Boost challenges have been delivered to pupils across the school and have encouraged pupils to games engage in physical activity within school and at home with their family. 	<p>and help engage all pupils in the uptake of school games competitions.</p> <ul style="list-style-type: none"> - To build on raising the profile of PESSPA across the whole school with initiatives being implemented by all staff for example Daily Mile and Daily Boost initiatives and challenges.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 10% - actual spend
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"> PE specialist teacher to continue to support staff to develop their PE knowledge and skills. The development of resources and lesson plans to support delivery and increase staff knowledge. 	<ul style="list-style-type: none"> PE specialist to introduce new inclusive activities such as Invasion games, Skipping challenges and Boccia. School to purchase equipment to support in the teaching of new activities. PE specialist to support PE coordinator to develop resources and lesson plans and take part in CPD provided by the school games officer. 	Funding for CR as stated above and £1,100 and £100 on new equipment	<ul style="list-style-type: none"> Staff have been upskilled on new activities and feel more confident to teach a wider range of activities. Pupils have been engaged and enjoyed taking part in the new activities PE specialist and PE coordinator have attended online CPD activities such as Dance, Dodgeball and Real PE and have worked together to develop a range of PE resources and lesson plans to support staff. 	<ul style="list-style-type: none"> Employment of a specialist PE teacher to continue to support staff and pupils to develop their knowledge and skills in teaching a wide variety of PE and sport activities. To continue the development of resources and lesson plans to support delivery and increase staff knowledge
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 18% - actual spend
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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?:
Additional achievements: <ul style="list-style-type: none"> Wider range of after school activities offered to increase the engagement of pupils in the 60 minutes of physical activity Introduction of new activities such as Ultimate Frisbee, Handball, Skipping and Boccia. 	<ul style="list-style-type: none"> Delivery of a range of extra-curricular clubs delivered by PE specialist and school sports partnerships coaches. PE specialist to upskill staff in teaching new activities and provide resources and competition style challenges. 	£2,200 £100 for resources	<ul style="list-style-type: none"> Extra-curricular clubs were delivered by the PE specialist in the Autumn term and then the PE specialist and school sports partnerships coaches in the summer term. Pupil uptake was high and pupils built positive relationships as well as being active and engaging in 60 minutes of Orienteering to be taught as an activity to all pupils and the staff to engage in CPD that will be delivered by British Orienteering. A wider range of after school activities offered to increase the engagement of pupils in the 60 minutes of physical activity and to

			<p>physical activity.</p> <ul style="list-style-type: none"> - New activities were taught across the school such as Ultimate Frisbee, handball and skipping challenges and staff reported that pupils all pupils were engaged in the activities and enjoyed developing new skills. 	<p>continue to rebuild the club links in the community.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 13%
				Underspend here due to virtual games and not attending any fixtures
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 attend at least 50% of the school games competitions on offer this year. To take B teams to as many competitions as possible to increase participation in competitive sport. To offer more competitive sport opportunities at lunchtimes and after school. 	<ul style="list-style-type: none"> PE specialist to deliver half termly house tournaments in a range of different sports to increase participation in competition whilst school sports competition is on hold due to the pandemic. PE specialist and sports crew to deliver School sports partnership challenges and competitions. 	Approx £1700 – school sports partnership money	<ul style="list-style-type: none"> Unfortunately due to the pandemic the pupils could not take part in any face to face competitive sport but all of our pupils have been able to participate in virtual sports games challenges and competitions throughout the year as well as termly house tournaments. 	<ul style="list-style-type: none"> To attend at least 50% of Melton and Belvoir School Sport Partnership events To offer more competitive sport opportunities during lunchtimes and after school.

Signed off by	
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Date:	31.7.21
Subject Leader:	Claire Rozentals
Date:	31.7.21

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Date:	31.7.21