

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
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](#).

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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 school enjoys a large participation in competitive events as part of the PE Partnership. The PE curriculum enables the children to practice, develop and apply their new skills prior to competition.</p> <p>A balanced curriculum enables the children to access a variety of sports / activities that allows greater opportunities to develop self-confidence and physical wellbeing.</p> <p>Engagement with the School Games Partnership to work towards a bronze award (paused during March 20 due to Covid).</p> <p>External coaches have engaged children in all year groups and provided an insight to specific sports.</p> <p>Begun the teaching of Outdoor Learning through the school on site with a member of staff undertaking Forest Schools Training. An afterschool club is planned for 2020/21.</p>	<p>Increased participation in competitive sport through greater enjoyment and enthusiasm in the PE curriculum.</p> <p>Develop the sporting expertise of the staff through targeted CPD.</p> <p>Train additional staff members in Forest Schools to widen the school offer.</p> <p>Ensure that Outdoor Learning continues and is incorporated throughout all year groups.</p> <p>Ensure that the planned afterschool club rolls out.</p> <p>Train in school staff to be confident to deliver QfT PE lessons independently of the PE coach.</p> <p>Gym Trail to become part of the school offer to support SEND pupils and those adversely affected by Covid 19.</p>

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: £5253	Date Updated:4/11/20	
What Key indicator(s) are you going to focus on? Indicators 1, 3 and 4			Total Carry Over Funding: £5253	
Intent	Implementation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>A variety of new sports equipment to allow for PE to be provided in a Covid safe manner throughout the pandemic period. This will also provide resources for additional in school activities if the weather is too bad to hold the sessions outside.</p> <p>Resources will also be included to enable Gym Trail to be included for the first time to support and SEND children or those who have particular issues on returning to school post lockdown.</p> <p>To extend the school playing field area to allow for a larger pitch and space for the daily mile be reinstated away from the road (the school currently</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>A variety of resources to be ordered to facilitate the teaching of PE in a Covid safe manner. These will include items such as pool noodles to be used for indoor drumming PE where all children can still take part in a variety of hand/eye co-ordination activities.</p> <p>Resources to be ordered for the teaching of Gym Trail.</p> <p>The school grass area needs to be extended to allow for a more suitable sized pitch and space for</p>	<p>Carry over funding allocated:</p> <p>£653</p> <p>£100</p> <p>Majority of cost for programme from school budget. £4500 to be allocated for field surface.</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>The teaching of PE will continue throughout the bad weather and include as many of the usual sports from the curriculum as permitted within the Covid guidelines. We will be able to adapt to teaching indoor Covid safe activities in the event of bad weather.</p> <p>Children will be supported to improve their fine motor skills and resilience while undertaking small, low threat tasks.</p> <p>More space will be available for the children to have a more suitable sized pitch plus a large enough space to undertake the daily mile in all</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>New equipment will be retained in school to allow for enhanced teaching of the full curriculum in future years.</p> <p>Gym Trail can continue in school indefinitely to support SEND children as well as any other children who suffer long term Covid related difficulties as well as any other trauma related issues.</p> <p>The space will be a legacy for all future pupils to benefit from in the years ahead.</p>

<p>has 19% of the recommended space).</p>	<p>the daily mile to be held regularly, in all weathers, without ruining the surface.</p>		<p>weathers without ruining the surface due to the numbers of laps required.</p>	
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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.	Unable to commence swimming due to closure of pool in current Covid situation.
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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/No

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: £16190		Date Updated:4/11/20	
<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:
					%
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?:	
All children to be actively taking exercise at break and lunchtimes.	<p>Playleaders to organise zoned areas of the playground to allow for different activities in these areas to encourage all children to take part in a range of games.</p> <p>John Massey playground games to teach games, train MDA's and playleader roles.</p> <p>MDSA to support Playleaders daily on the playground.</p>		<p>Equipment £30 Badges</p> <p>John Massey £390 (Covid permitting)</p> <p>MDSA £4530</p>	<p>More children engaged in physical activity through games at breaktimes and lunchtimes.</p> <p>Invite in again next year to review games and train new playleaders as well as refresh MDA's post Covid. MDA's to promote playleader roles and duties.</p>	
Bikeability sessions for upper KS2 to improve safety on the road and facilitate more children cycling to school.	Children with increased road safety skills and the drive to cycle to school more frequently.		£180	<p>Road safety skills improved and more children cycling to school on a regular basis. Suspended last year due to Covid re-establish post Covid 2021.</p> <p>What impact has this had – is there any further cycling training that we can deliver to other year groups.</p>	

All children to take part in a walk to school initiative from the local Community Hall to increase daily activity as well as safeguarding around the school location with regards to traffic and parking.	Children walking daily to and from the village Community hall to increase their daily activity. High vis jackets provided in 19/20 then made part of school uniform. Stickers to be used post Covid as incentive (school council agreed).	£50	Daily exercise for all children to increase.	Continue to promote.
To commence Gym Trail as part of the school offer to support children with SEND and those that may return to school having been adversely affected by Covid 19 lockdown.	Commence Gym Trail one afternoon a week to support SEND children and any child who is experiencing post Covid lockdown difficulties that can be supported by Gym Trail.	£855	An alternative approach to support fine motor skills improvement as well as supporting children with post Covid issues that will benefit from Gym Trail.	Monitor impact and continue if beneficial.
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:
The school will host a wellbeing and sports week in June 2020. The aim is to provide a wide range of sporting activities and wellbeing training to all. This will incorporate a Sports Day where parents are invited to celebrate and support the children's participation (Covid permitting).	To provide a week where all children experience a variety of sporting activities and Wellbeing training from those that are familiar but with a buddy (Covid permitting) through to new activities with an outside agency or visitor. Children will also experience some of these in a situation where parents can support them too.	Suffolk Minds – paid for by private donation	Pupils will experience a range of sporting activities and wellbeing training from those they take part in with their buddy (Covid permitting) to sessions with outside agencies/visitors.	This can be built upon each year after reviewing of the previous year's successes.

<p>To raise the profile of PE across the school by employing an HLTA to teach PE in KS2 as well as link lessons and clubs to tuition required for sports in the school to school competitions in the two partnerships.</p>	<p>Raise the profile of PE through a consistent approach and inspirational quality first teaching that links to competitions entered. This will result in increased self-confidence and resilience that can be applied in other subjects.</p>	<p>£1308</p>	<p>Increased enjoyment and excitement in PE. More children able to enter competitions as they have the required skills as well as self-confidence and resilience.</p>	<p>Increased self-confidence and resilience amongst children will lead to further involvement and a drive to improve the skills of others through peer-to-peer sessions as well as development of play leader roles.</p>
<p>One Life Suffolk to deliver Healthy Lifestyles to Y5/6.</p>	<p>Children to have an awareness of healthy living and lifestyles to allow them to make better choices as they grow up.</p>	<p>Free</p>	<p>Increased awareness of a healthy lifestyle and the ability to make informed choices.</p>	<p>Increased ability to resist peer pressure and to make informed choices.</p>

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:
Training for HLTA's to become more confident in teaching PE across the school.	Training for HLTA's to deliver quality first PE lessons across the whole of the school.	2 x £100 = £200	Raising the standard of HLTA PE lessons and their confidence in teaching the subject.	HLTA's to continue from general training to subject specialisms to offer clubs in the future to all pupils.
Training for additional staff to deliver Forest Schools across the school to all pupils. This will ensure that we are able to fulfil the school offer from within the current permanent school staff.	Training for a current permanent teacher to qualify in Forest Schools to ensure that the offer is consistent in school.	Course £1150 Outdoor First Aid £150	Ensuring that Forest Schools is always available to children in the school and that all children are able to access the provision each year.	Training for support staff to further enhance the provision.
To extend the school playing field area to allow for a larger pitch and space for the daily mile be reinstated away from the road (the school currently has 19% of the recommended space).	The school grass area needs to be extended to allow for a more suitable sized pitch and space for the daily mile to be held regularly, in all weathers, without ruining the surface.	Contingency amount £630	More space will be available for the children to have a more suitable sized pitch plus a large enough space to undertake the daily mile in all weathers without ruining the surface due to the numbers of laps required.	The space will be a legacy for all future pupils to benefit from in the years ahead.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Children to have the opportunity to take part in a wider selection of sports and activities.	Employ a HLTA to deliver a range of taster style sessions through free after school clubs.	£18 x 1.25 x 38 = £855	Children to experience a wider range of sports through taster sessions in an afterschool club.	Review sports offered, success of each set of sessions, parent view and pupil perceptions.
Children to have the opportunity to take part in active forest schools sessions with a qualified member of staff in a site away from the school grounds.	Employ a Forest Schools Leader to lead sessions in woodland located in the village. Sessions are to be made available to all children in the school with a focus on EYFS & KS1.		Children to experience active forest schools sessions to develop the wider PE curriculum and active learning skills.	Review of outcomes and develop more tailored sessions across the school for future years.
Swimming sessions extended to include Year 5 children to develop swimming skills and enjoyment of swimming. (Covid permitting)	Year 5 to attend swimming lessons.	£875	Children to have time to develop their swimming style and technique as well as a love of swimming.	Review to ensure that all children will achieve the required standard by the end of Year 6.

<p>Sports specialist in to teach EYFS and KS1 tennis and badminton for a half term block of each. Make an after school club available to these children to extend their skills and love of the sports.</p>	<p>EYFS and KS1 to receive badminton and tennis lessons and the opportunity for an after school club to facilitate their skills and to develop a love of the sports.</p>	<p>£585 per 6 week block x2 = £1170</p>	<p>Children to develop gross motor skills, hand-eye co-ordination as well as the ball handling skills necessary for these racquet sports.</p>	<p>Review to decide on a change of sport or to continue to further develop these sports.</p>

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:
External competitions and tournaments available to all children through the PR Primary partnership and pyramid link with Hadleigh High School. (Covid permitting or within Covid safe guidelines.)	Appoint an HLTA to organise these, coach the children prior to events and record keep for the Sportsmark award.	£500 Hadleigh High £400 Westbourne Academy £200 for HLTA to attend events $£18 \times 0.5 \times 38 = £342$ Administration of competitions and tournaments.	All children to experience sports events outside of the usual school experience. These may include a competitive element against other local schools. (Covid permitting or within Covid safe guidance)	Dependent upon the PE premium budget continuing. Select a wider range of events to attend.

Signed off by	
Head Teacher:	Debbie Jackson
Date:	6/11/20
Subject Leader:	Nick Kricka
Date:	6/11/20
Governor:	Deborah Bennett
Date:	13/11/20