

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](#).

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>West Felton CofE Primary has retained Gold award in wake of Covid Pandemic. Although not being able to apply for the ward this year we received a certificate from our local SGO in recognition of the progress we had already made towards our award and our commitment to the School Games Program.</p> <p>All staff have undergone four academic years of working alongside sports coach and are confident to deliver high quality PE lessons. All staff received in class INSET this year in dance and gym and 2 classes (including NQT) in football and cricket. (Cricket re-scheduled Spring/Summer 2021)</p> <p>MM achieved Teacher of school swimming certificate</p> <p>All staff deliver 2 hours of PE a week as well as daily bursts to encourage physicality in the wake of the pandemic.</p> <p>Purchase of Imoves to give staff ideas for planning/ organising and assessing PE lessons, to provide short bursts in class and challenges to use via remote learning.</p> <p>Skipping workshop re-booked May 2021.</p> <p>Personal challenges continue to be a part of class planning at start of every PE lesson.</p>	<p>Lunchtime clubs to be re-established</p> <p>Competitive opportunities to be re-established</p> <p>Extra curricular activities to be re-established</p> <p>To maintain our standards of PE leadership – smooth transition from one lead to another</p>

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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

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: £17108.52		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?:		Sustainability and suggested next steps:		38%	
To continue to promote healthy active lifestyles across the school through a range of activities	All pupils to become more active in and out of school through PE and extended school activities.	-	2 hours PE evident on class timetables also wake up, shake up in KS1/ use of Supermovers website and forest school as extra activity Willow & Beech class ran Monday mile every week	PE co-ordinator monitor class timetables/ collect assessments and plan inset if needed	
To increase activity throughout the day focusing on: Lunchtime Activity Bubble Boxes	Source high-quality equipment for each bubble to engage with safely during Covid restrictions	£1317	Pupils active throughout the school day and not impeded by the quarantining of equipment	Maintain resources to continue post Covid Mats to be ordered (£320)	
Promote healthy outside activity and well being	Implement forest school for all classes on half termly basis in addition to the 2hrs PE already received MM employed 0.1 to deliver forest school and take time to plan PE across school as well as events, update media, risk assessments etc Skipping workshop day (re-booked) leading to skipping personal	£4700	Introduction of personal challenge- KS2 classes built in personal challenge into start of every PE lesson to measure performance. PE co-ordinator to collect class sheets at end of each half term	Continue to build personal challenge into planning for every half term next year and intra competitions at the end of each unit Continue to encourage outdoor activity with forest school for all/ orienteering activities/ trail/daily	

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	challenges/ lunchtime club			mile
To promote dance as a form of physical education and an aid to wellbeing	All pupils have access to high-quality music to accompany dance activities. All teachers can easily source high-quality, appropriate, engaging music to compliment dance lessons/clubs/activities/free-time	£486.08	Dance lessons are well resources, teachers have easy access to high quality music resources. Pupils thoroughly enjoy dance as a consequence of music choices which they can be involved in.	
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	20%
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 continue to increase activity in Early Years by improving school outside area and range of play equipment	More play equipment for Early Years purchased	£3000	Increased engagement of Early years playing with new equipment/ outside activity	Add to equipment as funds allow
PE to have a raised profile across school <ul style="list-style-type: none"> - update parents on PARENT APP - Update PE board - Update curriculum page on website - PE features heavily on Seesaw 	Photos of events/ individuals/ match reports collected by PE co-ordinator Celebrated and shared through range of media- Parent text, newsletter, sports board Implementation of sportswalk. PE co-ordinator to plan range of fun, active activities for school for week as well as sportsday (Covid allowing) Time allocated for the PE co-ordinator to update	£420	PE and sporting achievements celebrated on regular basis eg. Golden book, newsletters, on website, noticeboard, on PARENTAPP after events	Website/ notice board. PARENTAPP updated by Co-ordinator to celebrate achievements in PE

	<p>Media/ plan events and train teams/ sort letters, review PE policies and risk assessments Time allocation for previous PE lead to work with new PE lead to handover successfully.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	22%
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:
Support staff in implementation of PE	Purchase of online Imoves PE tool for a year	£650	Imoves resources useful as guide for progression between year groups with useful assessments and games.	
Ensure high quality, specialist coaching which will enhance the learning experiences and enhance teacher understanding (upskilling).	<p>PE co-ordinator to monitor and compile long term PE plan using PE hub and Imoves resources as guide</p> <p>PE co-ordinator to engage and monitor coaches in areas teachers feel need support</p> <p>Sports coaching with STiTC</p> <p>Cricket coaching with Knockin Cricket Club</p>	STiTC £3120	<p>Specialist coaches helped promote their sport significantly, providing enthusiasm and encouragement to children and staff alike as well as helping children reach their age-related expectations.</p> <p>Team teaching with coaches helped to build teacher expertise/ confidence in areas of PE curriculum especially for NQT.</p>	Swimming coaching which was booked for all teaching staff but cancelled due to Covid

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	1.8%
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:
Offer range of experiences to attract all ranges of sporting abilities and encourage more children to take up sport.	Dan the Skipping Man	£320		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4%
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 provide children with the opportunity to engage a sports competition, engaging as many children as possible before they leave primary school. (focus on upper KS2)	Engage in annual local primary schools PE meeting in September to discuss events into the annual calendar Offer the opportunity to enter a range of virtual competitions/challenges in order for all children to have experienced competing against others PE Co-ordinator liaise with appropriate school staff	£650	Class numbers of those involved in challenges	Re-book Superstars for KS1 (cancelled due to Covid)

Signed off by	
Head Teacher:	Mrs. Helen Hughes
Date:	15/05/21
Subject Leader:	Mr Kapasi-Lloyd
Date:	14/05/21
Governor:	Mrs Eve Whitmore

Date:	17.05.2021
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