

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



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

Please visit [gov.uk](http://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 **31<sup>st</sup> 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: Full summary can be found on RBA web site for all indicator and in more detail	Areas for further improvement and baseline evidence of need:
<p>Pupils were able to take part in active mile challenges at break, lunch times and from home with families as a house competition.</p> <p>Pupils have loved using the new equipment, sports and activities introduced to lessons and clubs.</p> <p>COVID 19 has given the department a chance to create online learning classrooms and share new resources and ideas about staying active. Staff, pupils and parents have been getting involved with activities. Lots has been shared on Facebook, Twitter, Google Classroom etc.</p> <p>High level of participation for pupils across the school added to a school ethos of cohesion around participation.</p> <p>Pupils who are vulnerable so cannot access the curriculum to its fullest have ongoing support, allowing them to take part and benefit the same as other pupils closing the gap.</p> <p>Pupils who have not had a chance to swim and are unable to swim, now have had that opportunity with specialist coaching. We did a 6-week course for all target pupils (water safety and some moved onto stroke development).</p> <p>Pupils have opportunities to take part in level 1 competitions and 2 fixtures, providing valuable opportunity for all.</p>	<p>From data, questionnaires and staff feedback and SWOTs areas of improvement or need targeting are as follows</p> <p>To develop pupil's skill which have been missed due to 18 month of no day trips, fixture, extra-curricular activities or residential.</p> <p>Develop further pupils understanding the importance healthy eating and staying active in hope it supports pupils in all areas of well-being (physical/emotional/cognitive and social well-being).</p> <p>Develop staff to deliver High quality PE lessons and incorporate new technology while maintaining challenge and Covid19 guidelines</p> <p>Continue swimming opportunity to allow pupils who missed or cannot swim gain basic survival and swimming skills.</p> <p>Think of ways pupils can be given the opportunity to compete in a range of L1 competitive opportunities and possible L2 as we recover from Covid19 restrictions and guidelines.</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

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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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over from 2019-20: £</b> <b>14,089.38</b>		<b>Date Updated:</b> <b>Spend 05.05.22</b>	
What Key indicator(s) are you going to focus on? Indicator 2, 3, 4 5.					<b>Total Carry Over Funding:</b> <b>£-464.95 over spent which will come out of 2020-21 funding</b>
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.  <b>Indicator 2</b> To offer a full day off timetable to develop skill which have been missed due to 18 month of no day trips or residential.  Introduce equipment to allow pupils to understanding how we can test and look and their physical fitness and other bits to allow participation		Make sure your actions to achieve are linked to your intentions:  Provide pupils with something to look forwards to raise the profile of PE and sports and to create a positive ethos across the whole school.  Full day off timetable in groups of 20 moving around activities to  Provide a 2hr after school for staff to have this opportunity.  Teach pupils the important of physical education and understand simple testing measures.		Carry over funding allocated:  Buy in an external provider (SSG) to deliver a carousel of activities of year 5 and 6 on separate days.  £5,833.33  1,166.67 of the remained of the balance 2021 spend)  Peak Flow Meter, Peak Flow Mouth Piece, Hand Grip Dynamometer x2 tackle bag, bib, tags etc £1031.75	
				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?:  Provide pupils with the following skills; problem solving, team work, self-evaluation, critical thinking, organisational skill, develop communication skills and have the chance to have fun and enjoyment some new experience.  Whole school event all 480 KS2 and 150 Staff has access to be involved  Due to covid some lessons are now forced into a classroom, pupils can do activities which relate to physical fitness and learn theory to link into lessons	
				Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year:  Pupils are given the chance to develop fundamental life skills which will be used and developed in curricular and extracurricular but especially in PE lesson and trips over the year.  A ks2 version of KS3 elective program run so this is developed on once in KS3.	



in covid times			and HRF lesson.	
<p><b>Indicator 3</b></p> <p>To allow staff to deliver High quality PE lessons and incorporate new technology while maintaining challenge and Covid19 guidelines</p>	Ipads and mobile charging carrier bought to Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport and pupils with participation.	£1,662.23	<p>Allow a new way of engaging those that like technology but do not like PE as much but also help deliver lesson in a Covid 19 Climate (disengaged). Planned and delivered to all KS2 (480 pupils in wet pe lesson).</p>	<p>To improve the quality of the ipads we currently have and by increasing the numbers of ipads we will allow them to be used more effectively in lessons.</p>
<p><b>Indicator 4</b></p> <p>Swimming pupils in year 6 (and 5 if time once allowed back) who are unable to swim or have missed swimming opportunities at lower school to have to opportunity to gain basic survival and swimming skills.</p>	This will broaden their understanding and experience and give them life saving skills.	£600 (10-15 for 6 weeks of swimming lesson).	<p>Pupils give them lifesaving skills. The 6% of year 6 who could not swim have now a had the opportunity to swim and all passes basic survival meaning 100% of year 6 have had access to swimming in ks2 and have basic survival skills</p>	<p>Parents will be given swimming pools information and offered a discount if they continue.</p>
<p><b>Indicator 5</b></p> <p>More pupils given the opportunity to compete in a range of L1 competitive opportunities and possible L2.</p>	<p>Establish timetable for L1 competitions, with minimum termly festival</p> <p>Development of house competitions and where possible L2.</p>	<p>Class set of yoga mat, Javelin, Mini Tennis Balls, 2 Slazenger Tennis start up packs, 4 Freestanding Tennis net, Volley Ball, tag belts bibs etc benches</p> <p>£2,109.83</p>	<p>Competitive physical activity for all, getting pupils health and active.</p> <p>All 480pupils have had access to this equipment.</p>	<p>Continuous of house competitions.</p>
<p><b>Indicator 2</b></p> <p>Purchasing SEN sensory equipment to support pupils who are finding it hard to access lesson and allow PE related activities to</p>	Sensory equipment is required to meet the needs	£618.34	<p>Pupils will have access to sensory equipment to meet their sensory needs to enable them to focus on their learning better, this can be measured through IEP/PSP/teacher or TA feedback.</p>	<p>to ensure, progress of pupils in measured not only academic, but their mental/physical well-being through using sensory equipment. TA and SEN co-ordinator to monitor and continue using equipment in following academic years.</p>

<p>help them integrate back into the classroom lesson</p> <p><b>Indicator 4</b></p> <p>Online dance workshop, resources and sessions delivered by the SSP.</p> <p>SSG HOT SHOT CHALLENGE AND UF/ST/FG club</p> <p><b>Indicator 1</b></p> <p>Active mile activities, clocks for increasing break and lunch activities to support new ideas cards PE department have created.</p> <p><b>Indicator 5</b></p> <p>Update and modernise the long jump to allow more pupils to use in lesson and allow to run l1 and l2 competitions in the summer term</p>	<p>of a number of SEN pupils to help to re-focus within lessons (or when returning to lessons), after use of sensory equipment and their sensory need has been met.</p> <p>To allow pupils to engage in dance remotely over the pandemic.</p>	<p>£125 Dance</p> <p>£1200</p> <p>April to July 16<sup>th</sup> 2021</p> <p>138.85 (3 clocks for outdoor) areas for pupils timing of activities at break and lunch.</p> <p>£1235.00</p>	<p>all KS2 pupils had this opportunity</p> <p>80 pupils this term have had this opportunity and 6 members of staff have been involved to support their skills</p> <p>Whole school drive – Facebook, PE twitter participation</p> <p>KS2 are all given the opportunity to engage in dance sessions which they otherwise would not have been able to take place increasing L1 competition.</p>	<p>Resource and online videos can be reused, broader experience and increased range of activities on offer getting pupils active.</p>
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<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.</p>	<p>House water safety poster, video delivered in summer term to all year's in form time (10-15minutes activity)</p> <p>Online recourse video uses as a warm up for KS2 Summer term or wet weather lesson</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><b>N.B.</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>	62%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	59%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	38.1%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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.

Currently on old template above due to COVID. Refer to above and summary as 2020 – 2021 spend and 2019 – 2020 spend have over lapped.

Academic Year: 2020/21		Total fund allocated: £20,790		Date Updated: NOW SPENT	
Key indicator 1: The engagement of all 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:	
Delivery KS2 sports breakfast clubs - to increase pupil’s opportunity to exercise.	Review of current TA JD’s to incorporate this function Training of selected TA’s to deliver this activity club		Three clubs to run at breakfast time to encourage new sports (not on the curriculum) and to get more pupils involved. Open to all but invite to highlight less active or targeted plus.	increase physical activity of pupils and hope to introduce a routine and something they will continue with (information to local clubs given out to pupils).	
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:	



<p>SGG – information, as on the funding T from the academic year 2019/20 section.</p>			<p>Pupils experienced teamwork, resilience, conquering fears, wellbeing, team spirit etc which they have missed during Covid as no trips etc have been able to take place.</p> <p>Taking place on 6<sup>th</sup> September- minus all other year groups. Year 5's have opportunity to acclimatise to RBA environment and aid in their smooth transition to middle school after such a difficult year of schooling.</p> <p>Pupils inspired by a range of sports people who they can relate to, showing them that anything is possible from any background.</p> <p>Pupils taking part in active activities that they would not normally think to do, in order to keep active at break time on the playground. E.g. pupils challenging themselves to complete a mile around the netball courts. House banners, creating a house ethos and buzz around school and excitement about the opportunities the house system will offer next.</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	
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:
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:

<p>Additional achievements:</p> <p>Increase range of extra-curricular opportunities offered to pupils by external staff.</p> <p>SSG HOT SHOT CHALLENGE AND UF/ST/FG club</p>	<p>Train and support employed staff to run sessions for SEN pupils and/or other target pupils (Twice a week).</p>	<p>Friday SSG 50 per session £ (6 weeks 20 pupils) 1,200 April – July 16<sup>th</sup>  1,200 Sept to Dec 2021 New year 5 and 6'</p>	<p>Increased participation and progress seen for these specific pupils. Increased development of holistic and whole rounded skills, e.g. communication etc.</p> <p>80 pupils this term have had this opportunity and 6 members of staff have been involved to support their skills</p> <p>Whole school drive – Facebook, PE twitter participation</p> <p>KS2 are all given the opportunity to engage in dance sessions which they otherwise would not have been able to take place increasing L1 competition.</p>	<p>Employed staff (TA,STAFF ETC) to use this knowledge to continue in following terms and years.</p>
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Swimming pupils in year 6 (and 5 if time once allowed back) who are unable to swim or have missed swimming opportunities at lower school to have to opportunity to gain basic survival and swimming skills.	This will broaden their understanding and experience and give them lifesaving skills.	£600 pe session	Pupils give them lifesaving skills. The 6% of year 6 who could not swim have now a had the opportunity to swim and all passes basic survival meaning 100% of year 6 have had access to swimming in ks2 and have basic survival skills	Parents will be given swimming pools information and offered a discount if they continue.
Cheerleading, dance resources and sessions delivered by Dancestarz				

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:

Signed off by	
Head Teacher:	Sam Farmer
Date:	
Subject Leader:	Sarah Robson
Date:	19.05.2022
Governor:	
Date:	