



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <p>Platinum games mark maintained. Greater competition offers set up with wider range of events due to partnership with Bracken Leas and The Radstone. – cut short due to COVID 19.</p> <p>House teams/house points system working well – challenge of the month continued, giving ALL children the opportunity to contribute to their house regularly before the closure of schools.</p> <p>Consistently high levels of participation in active extra-curricular clubs.</p> <p>REAL PE running across the trust developing core physically literate and confident children progressing through the school.</p> <p>Swimming regularly until COVID-19 closure ensured high levels of competent swimmers in KS2.</p> <p>All teachers set up on the REAL PE JASMIN portal to access digital resources and lessons to ensure greater consistency across the school.</p> | <p>Check for opportunities to have PE co-ordinator trained in REAL PE leading.</p> <p>New staff trained up on REAL PE to ensure that all children are able to access the same PE curriculum.</p> <p>Teachers to be coached on their use of JASMIN portal – possibly have Leigh from Creative Development come and do demonstration lessons.</p> <p>Get extra-curricular clubs up and running again in a safe way.</p> <p>Increase participation in competitive opportunities through virtual school games</p> <p>Establish better active play with targeted equipment during break times.</p> <p>Liaise with other schools in the trust to work on implementing the JASMIN resource consistently across the schools.</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all the below: |
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| <p>What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?</p> | <p>95.2%</p> |
| <p>What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</p> | <p>96.8%</p> |

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| <p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</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> | |

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 students today and for the future.

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| Academic Year: 2020/21 | | Total fund allocated: £19995 + 995 carried over from previous funding allocation. | | Date Updated: | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 50% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Daily Mile | Continue to timetable daily miles into non-PE days for every year group. | £0 | Difficult to achieve logistically during COVID-19 bubble restrictions. Classroom exercises used more frequently instead. Timetables. Children use the time to socialize as they walk, run, skip, jog around the playgrounds/field depending on the season. | Continue to promote each term. Next steps: create daily mile competitions or fun days to keep motivation high. | |
| External clubs | Organise taster sessions and promote to each year group. Ensure Risk assessments are up to date with COVID-19 protocol. | £0 | External clubs have allowed children to continue with extracurricular activities without breaking bubbles due to year group specific clubs being run. Children have been able to participate in basketball, dodgeball, gymnastics, football and tennis clubs this year. | They money raised from the facility bookings helps to subsidise other areas of sport across the school each year. | |

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| Staff led clubs - for facility hire | Local all-weather pitch hired for spring football club to maintain competitive clubs throughout the wetter term. This is dependent on COVID-19 circumstances. | £400 | Not completed due to COVID-19 restrictions - Clubs have run in the summer term with high numbers of children involved. | Teacher led clubs will continue to run in the next academic year. Survey's to find out which sports the children are interested in or haven't had much experience in will take place to help plan. |
| Skipping workshops | Organise skipping workshops with Lizzie Cox early in the year to promote a socially distanced physical activity. Promote activities/competitions throughout the year to keep it going. | £590 | Children bought a lot of skipping ropes from Lizzie directly after the workshops and continued to skip during breaks and lunches throughout the year. Many children made it onto the national Skipping Workshop website's scoreboards. | Building a relationship with Skipping Workshops has enabled us to gain resources and staff knowledge of games and activities in skipping. These can then be used as playground activities and competitions. |
| Jasmin REAL PE online subscription | Continue subscription for the next academic year when it runs out in February. Continue to help teachers and other staff across the school to use the resource effectively. | £500 | Effective PE lessons promoting physical literacy in the early years. Teachers are finding the lessons easier to organize and structure with the support of JASMIN. | Annual subscription. Less physical resources need replacing due to the online content. |
| Freestyle Play Leader | Daily sport leader outside for breaks and lunchtimes. The sport leader runs active games to engage children in physical activities during their breaks, promoting fair play and teamwork. | £4000 | Far less breaktime incidences occurring as children are engaged in guided activities. More children engaged in physical activity during breaks. | Subsidised by freestyle's booking of school grounds for extra curricular clubs. |
| Swimming instructor | L.Bond to return as swimming instructor when it is deemed safe to do so. | £2000 | Not completed due to COVID-19 restrictions This eventually restarted in the | L.Bond will continue to run swimming at the local leisure centre – parent payments ensure that it remains affordable and |

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| | | | summer term with Year 4, 5 and 6 all swimming every week. | sustainable. |
| Freestyle PE | Freestyle sports coaches are helping to deliver gymnastics lessons to Year 3. | £2500 | Children have thoroughly enjoyed the higher level of gymnastics they have been accessing. Staff are developing greater confidence within the subject and began leading groups within sessions. | Shadowed by teaching staff to help build staff confidence in gymnastics coaching for future years. |
| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| House System – Sports leaders | Organise house captains/sport leaders in a safe environment to try and bring back the house point system amid COVID-19 restrictions. | £0 | House activities have promoted teamwork across the school and developed a greater sense of togetherness and whole school achievements during a difficult time. | Year 5 students have received training from staff and SGO to set up and run sports activities during breaks and lunchtimes. The children have been setting up activities in the summer term in preparation for whole school events in the next academic year. |
| 5/6 First aid course | Flat Stan. Year 5 and 6 to complete a general first aid within sport training session. | £500 | To be completed | Unable to complete due to COVID-19. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| JASMIN training OR Training opportunities for AMM/HM/MY? | Creative Development to come and run showcase PE sessions | £250 | Not completed due to COVID-19 restrictions MY has given one to one advice and demonstration sessions to staff to ensure that they're confident using the tool. | All teachers will have had practical lessons demonstrated and explained. Confidence to teach in the same format increased. Efficiency, fluidity of lessons improved.- continue into next academic year due to COVID-19. |
| Tennis sessions | Tom Stevenson will work with YEAR 2 during the Autumn term to help develop the children's hand eye coordination, movement, agility and social interactions through tennis. Teachers joining in with sessions to develop their skills and confidence as a PE teacher. | £390 | Children all engaged and enjoyed the sessions – evidenced through their disappointment when the sessions ended. Many children enquired about a tennis club at school with some children taking up the opportunity when Tom started his after school club. | Tom will continue to work with the school providing extra-curricular clubs which involves him paying for use of the area. Money raised through that can then in turn be used to maintain tennis equipment within the school for PE. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Range of external clubs: Hotshots Dodgeball Gymnastics Dance | Communicate with external providers to organize taster sessions withing the school day which help to promote the club. Ensure timings are suitable for the current COVID restrictions and ensure risk assessments are up to date. | £0 | Many children, including those who have not attended clubs before, have been involved in the externally provided clubs. This has ensured that our children's level of physical activity has remained high even when teacher led clubs were not possible, | Money raised from the bookings can be used to subsidise other areas of sport funding across the school. |

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| Equipment for clubs, PE, and breaks | Sort PE cupboards and sheds to sort equipment and compile a list of necessary replacements or areas to improve on. Ensure that year groups have enough equipment to avoid sharing across bubbles | £500 | Equipment has provided more opportunities at break time to remain active without physical contact during the pandemic. Children have had year group sets of equipment which enabled a better range of PE lessons to take place without cross contamination and lesson time being lost through cleaning. | Equipment is stored and maintained well throughout the year but of course, items will need replenishing every now and then due to breakages and losses. |
| Taster sessions with local clubs to promote sports unavailable at school | Speak to contacts at local clubs to discuss opportunities for them to come and provide taster sessions during the school day and promote sports that the children may otherwise not be aware of or may have never tried. | £0 | Not completed due to COVID-19 restrictions. – Tasters took place in the spring term when external clubs were restarted. The clubs received a lot of applications and have remained full. | No cost to the school. |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Sponne cluster | Meet with Sponne Cluster leader R.Black and attend PLT meetings to discuss events with other PE leads from schools within the cluster. Promote events within the school and celebrate achievements. | £1600 | First term: ALL children from years 1-6 participated in Sponne's 12 minute cross country challenge. NHPS placed first with 6 individual medal winners across different year groups. Year 4 and 5 took part in Sponne Dance competition in autumn. | Meet with Sponne Cluster leader R.Black and attend PLT meetings to discuss events with other PE leads from schools within the cluster. Promote events within the school and celebrate achievements. |
| School games events – Astro booking and pool booking for gala | Contact local leisure centre to organise dates for use of the all-weather pitch to enable outdoor clubs to continue during the wetter seasons. | £200 | Not completed due to COVID-19. | Will resume in the next academic year. |
| Minibus | Monthly payment to enable easier participation in School Games | £5000 | | |

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