

# 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 **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 31<sup>st</sup> 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 2020/21 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:
<p>PE opportunities embedded within the remote learning policy and the schools recovery action plan (in relation to COVID-19).</p> <p>2 hours of PE per week across the school embedded into the timetable; Nursery-Year 4 but also additional exercise to help children access 60 minutes of activity per day (30 minutes in school).</p> <p>Increased pupil knowledge in relation to health and fitness (Fun-trition/play trition).</p> <p>Broad range of virtual sporting competitions/charity events delivered across the year/ school; including school games events.</p> <p>Improved understanding of British values through sport and also cultural awareness of sporting hero's.</p> <p>Continuous up-to-date development of staff CPD.</p> <p>Website updated with PE progression trackers and a 2 year cycle of sports.</p> <p>New playground markings – designed by our school council.</p> <p>Resourced COVID-19 class bubbles to avoid sharing equipment across groups.</p> <p>Purchased more rewards for good lunchtime behaviour, manners and healthy eating and delivered fun-trition for one term during the year.</p> <p>Transferred swimming data to Middle Schools.</p> <p>Developed further local club links – invited to virtual assemblies.</p> <p>Increased inter house sports events – virtual; and entered local Staffordshire virtual competitions.</p>	<p>Ensure that the curriculum coverage covers gaps incurred in relation to COVID-19 school closures (gymnastics).</p> <p>To ensure that there are accurate baseline/end of term assessments to measure attainment and progress in relation to all areas of the PE curriculum.</p> <p>To maintain daily physical activity to 60 minutes a day for all pupils including PP/SEND (30mins in school and 30mins at home). Identify children who do not get this daily intake and target them with extra-curricular opportunities.</p> <p>Reduce obesity levels (reception data).</p> <p>Sports leadership need to be re-established (following COVID-19 ease of restrictions) – class bubbles have meant that older children have not had the opportunity to support lunchtimes. Midday supervisors to re teach playground games and to award stickers for resilience, teamwork, fair play etc.</p> <p>Increase the number of transitional sporting events (year 4).</p> <p>Provide swimming data to middle schools.</p> <p>Enrichment sports days/sports week planned to boost the profile of sport.</p> <p>Celebrate the end of COVID-19 restrictions.</p> <p>Produce a timetable or extra-curricular clubs – inclusive to all.</p> <p>Identify children who may need to improve health and fitness and look for a possibility of offering free afterschool clubs.</p> <p>Regularly meet with midday supervisors and premier sport to ensure an effective delivery of lunchtime activities and routines. Monitor the use of parachute games following their training (Depending on COVID procedures).</p> <p>Train a new midday supervisor.</p> <p>Become a level 3 accredited Forest School to increase outdoor learning</p>

	<p>experiences.</p> <p>Increase other outdoor learning opportunities for children to be active (field equipment and outdoor rain covers for EYFS/Y1 areas.</p> <p>Staff CPD.</p>
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Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES

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 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

<b>Academic Year: September 2020 to Sept 2021</b>	<b>Total fund carried over: £3000</b>	<b>Date Updated: 13<sup>th</sup> Sept 2021</b>		
What Key indicator(s) 1,3 and 4				<b>Total Carry Over Funding: £3000</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:  £3,000	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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Broaden knowledge & skills of teachers to be able to deliver a broader range of activities.	Book Forest Schools LEVEL 3 training for one staff member – 7 sessions, plus 2 first aid sessions.	£1025 training plus resource pack plus 2 termly updates (£150 for both)	Increased outdoor learning opportunities within the curriculum is evidenced by learning walks.	Annual leader training - £200 will be needed annually for 3 termly forest school refresher meetings.
Broaden the experience of a range of sports and activities offered to all pupils.	Book whole staff training CPD.			
Increase physical activity through extra-curricular clubs.	Purchase materials to enable the Forest School delivery to be successful.	2 x staff twilights meetings £75 each (£150)	Increased percentage of children engaging in outdoor activity through extra-curricular clubs.	
	Staff release cover.	£290	Improved feedback – health and wellbeing.	
	Embed the Forest Schools within the curriculum and also during extra-curricular clubs/eco.	£1385	Staff confidence levels improve with regard to delivering outdoor learning.	
		Total £3,000		

Meeting national curriculum requirements for swimming and water safety.	2021/22 end of year data
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
<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 2020.</p>	<p>We do not swim at our first school but we collect transition data from Y4 parents regarding swimming grades.</p> <p>82% of our year 4 pupils can swim 25metres unaided.</p> <p>55% of these can swim 50 metres or more.</p> <p>18% (2 children) require floating aids and cannot swim 25metres.</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: 2021/22		Total fund allocated: £ 16,680		Date Updated: 5 <sup>th</sup> July 2022	
<b>Key indicator 1:</b> 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:	
				22%	
Intent	Implementation		Impact	£3710	
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 improve the health and wellbeing of our pupils and staff.  To reduce obesity and target in-activity.  To ensure that all children have access to at least 60 minutes of physical activity a day. As set out in the Childhood Obesity Plan, at least 30 minutes should take place in school, and the remaining 30 outside the school day.  To improve the safety of our pupils when cycling/walking around the locality.	Deliver ‘active travel to school’ weeks/assemblies to increase physical activity, reduce congestion and improve air quality. Continue to work with local authority Travel Advisors to produce and implement active travel action plans. <b>Year 2 and 4 take part in the safety assessment – walking across roads around our village led by the SCC Travel Team.</b>  <b>To encourage more people to cycle, more safely and more often through the bikeability cycle scheme. Year 4 to receive cycling training.</b>		  <		

<p>Increase Active Lunchtime Opportunities</p>	<p>Staff wellbeing workshops: Yoga and Mindfulness</p> <p>'Our Healthy Year' resources to help encourage healthy habits during a child's first year at school and to help older children build on the habits they need for middle school and for life:  <a href="https://campaignresources.phe.gov.uk/schools/topics/our-healthy-year/overview">https://campaignresources.phe.gov.uk/schools/topics/our-healthy-year/overview</a>.</p> <p>School Zone offers curriculum-linked resources and inspiration to help teach children about healthy eating and being active:  <a href="http://www.nhs.uk/c4lschools">www.nhs.uk/c4lschools</a></p>	<p>£150 (£30 per person)</p>	<p>Increased participation in the daily mile and other lunchtime activities.</p> <p>Staff wellbeing survey shows an increase in staff engaging in physical activity and that the school is working hard to reduce stress/encourage positive mental wellbeing.</p> <p>Active School Planner shows as close to 60minutes a day of exercise as possible.  <a href="http://www.activeschoolplanner.org/">www.activeschoolplanner.org/</a></p> <p>Baseline assessments highlight children who need to be targeted. End of unit assessment to measure progress (Premier Sports).</p>	<p>leadership by pupils at lunch.</p> <p>Try to look at bikeability offer for 2022-23 – currently there are limited trainers in the area.</p> <p>We still need to maintain the gymnastics weekly club to ensure stretch and challenge for GD.</p>
<p>Extend Extra-Curricular Offer</p>	<p>PE Coach to offer activities in the playground at lunchtimes. PE Coach and class teachers to train up playground leaders. Playground leaders to roll out active lunchtimes across the rest of the week. Embed use of the new playground markings</p> <p>Review current extra-curricular programme. Employ coaches where necessary. Offer all year round</p>	<p>£3,560</p>	<p>Healthy Schools Rating Scheme. A self-assessment tool for schools to rate their food education, compliance with the school food standards, time spent on physical education and the promotion of active travel:  <a href="http://www.gov.uk/government/publications/healthy-schools-rating-scheme">www.gov.uk/government/publications/healthy-schools-rating-scheme</a></p> <p>Increased levels of activity Improved understanding of</p>	

	gymnastics club – due to limited delivery in light of COVID-19 over the last 2 academic years.		<p>sporting values. Reduction in lunchtime behavioural incidents/accidents.</p> <p>Clubs ensure there is an opportunity for children to reach the school target of 30 minutes+ extra physical activity per day. Opportunity to develop increased club links across the locality.</p> <p>Gymnastics performance has started to improve. 20 children attend the weekly club – including PP/SEND and those underperforming.</p>	
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<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%

Intent	Implementation		Impact	£200
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:
Raise the profile of PESS across the school	<p>‘Spirit of the games values’ certificates presented in school achievement assemblies.</p> <p>Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies.</p> <p>Celebrating success through newsletters, learning platforms website &amp; social media.</p>	£200	Pupils and the community understand the contribution of PA, SS & sport to their overall development.	Ongoing implementation in successive years.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				43%
Intent	Implementation		Impact	£7,000
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:
Broaden knowledge & skills of teachers to be able to deliver a broader range of activities.	Complete staff surveys to find CPD need – embed within the school development plan.	£6000	Staff have a wider knowledge of warm up games for all lessons and understand the key order of warm ups and cool downs.	Annual review of staff training needs.
Premier sport coaches deliver outstanding lessons linked to our 2 year coverage and progression trackers.	Premier sport to teach 2 x weekly (MT) Premier sport planning is to be shared with all staff for them to access for their lessons and to review assessments (moderate)			Staff to develop planning further to cater for the needs of their successive new classes.
Raise the quality of teaching across the school.	Class teachers to all observe Premier Sport sessions as part of CPD and attend training according to needs.	£1000	Learning walks, planning and pupil voice show high quality PE teaching across the school. Governor PE report following observations June 2022 show positive delivery and steps for improvement	Regular ongoing monitoring of sports lessons/follow up on teaching and learning targets for PE for 2022/23.
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	Provide termly emails of CPD available through the Sports Partnerships/accelerated learning.		Appraisal /performance management CPD sheets for staff show that staff are accessing training relevant to their needs and the school's strategic action plan.	Following annual appraisal /performance management reviews staff access relevant training.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				32%
Intent	Implementation		Impact	£5370
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> <p>what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Ensure that all sport and physical activity provision for children and young people is designed around the principles of physical literacy and through a fun approach, aims to reach the least active.</p>	<p>Review current curriculum map in PE Passport.</p> <p>Ensure there is an even balance between in and outdoor activities as well as a broad range overall</p> <p>Introduce at least one new activity each year e.g. ultimate Frisbee, leadership, OAA or dodgeball.</p> <p>Review current extra-curricular activity balance (see table of activities in PE Passport).</p> <p>Develop offer to ensure each year group &amp; gender are catered for e.g. clubs, festivals, health &amp; activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games.</p> <p>Employ coaches known to the school to help deliver this programme to ensure consistency &amp; positive relationships.</p> <p>Encourage more staff to get involved allowing school to hold more clubs/events.</p>		<p>Greater commitment to participation in PE lessons</p> <p>Improved attitude to learning.</p> <p>Wider range of children taking up offer of extra-curricular activities – PE attendance rates for clubs/events increase.</p>	<p>Build upon the progress made and develop further to cater for new ideas and developments.</p>

<p>Improve offer for SEND/PP pupils</p>	<p>Identify SEND pupils who would benefit from SSP SEND programme of events.</p> <p>Develop offer to be inclusive e.g. SSP SEND Programme.</p> <p>Offer TA support for SEND pupils wishing to attend clubs/festivals.</p>		<p>Increase in number of SEND events attended. Increase in number of SEND pupils attending clubs/festivals. 100% attended festivals or a competitive event.</p> <p>100% of pupils with SEND attended school extra-curricular sports clubs.</p>	<p>Maintain % of SEND pupils involved in SSP festivals</p>
<p>Take part in a range of Biddulph schools festivals/competitions.</p>	<p>Complete survey with Zoe Harp (School Games Organiser), identify our school needs for inter/intra competition, festivals and opportunities to learn new skills.</p>		<p>All pupils in all classes have equal opportunities to take part and compete according to records entered as part of our school games award.</p>	<p>Continue to plan and work with the Biddulph Schools' Partnership Trust.</p>
<p>Increase family engagement in sport and wider links with sporting success in the local community.</p>	<p>Offer learning enrichment opportunities for families to enjoy sport together. Reward this. Signpost families to local clubs and celebrate local sporting successes.</p>		<p>Seesaw/Tapestry shows a range of family sporting events. Increased walking, cycling, target challenges etc. Surveys show that children are physically active at home (60 minutes per day).</p>	<p>Ongoing monitoring and interventions where needed to develop family engagement further.</p>
<p>Ensure the highest quality of PE equipment is available to support high quality delivery.</p>	<p>Review resources termly and ensure they are available to deliver the full 2 year cycle per class. Ensure equipment is safe. Field equipment checked (Sportsafe and Wickstead).</p>	£5,370	<p>Resources enable children to follow the age related progression tracker in all sporting events. Differentiated resources enable 'all' children to access to PE.</p>	<p>Ongoing budget allocation to ensure that resources meet the high standards that we have set.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	£400
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>Children and young people have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuits.</p> <p>They develop skills such as confidence, self-belief, dedication and resilience. Sport also instils values and virtues such as friendship and fair play.</p> <p>To plan School Games Participation ensuring a wider cross section of children to represent school/ including virtual events.</p> <p>Book transport in advance to ensure no barriers to children attending competitions.</p> <p>Increase competitive opportunities for SEND children.</p> <p>Level 1 school games competitions across Biddulph</p>	<p>Use SSP Competition Events Calendar to plan competition entries for year.</p> <p>Use new SSP booking system to enter events.</p> <p>Place table of events in staff room encouraging members of staff/TA's to sign up &amp; volunteer to support events.</p> <p>Review children who have represented school in the past &amp; ensure a wider range of children get involved by choosing events to attract children who have not taken part before.</p> <p>Review SSP competitions calendar and book all transport at the beginning of the year for events we wish to attend.</p> <p>Ensure SEND pupils are identified and supported to attend appropriate competition.</p> <p>Compete in 1 school games event at least, per term.</p>	£400	<p>100% of children take part in inter house competitions each term and an end of year sports day.</p> <p>100% of children take part in virtual events across the Biddulph schools.</p> <p>The two year curriculum map ensures that competition is embedded throughout the year in all classes.</p> <p>Where possible, 100% of classes have the opportunity to compete against other schools in sporting competition.</p> <p>Increased number of level 1 games entered in the hope to progress to the School Games Festival in summer.</p>	<p>Termly monitoring to ensure sustainability in all areas and increase if levels are dropping.</p> <p>Two yearly review of the curriculum map to ensure that it is meeting the needs of the new cohorts of children.</p>

Signed off by	
Co-Head Teacher:	Mrs Susan Mayes
Date:	15 <sup>th</sup> September 2021
Subject Leader:	Mrs Victoria Atherton
Date:	13 <sup>th</sup> September 2021
Governor:	Mr Mark Sutcliffe
Date:	5 <sup>th</sup> July 2022