

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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:
<ol style="list-style-type: none"> 1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged five to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school <i>Children were engaging in PE sessions consistently every week and physical activity was encouraged daily. Daily activity was promoted through home learning during COVID.</i> 2. The profile of PE and sport is raised across the school as a tool for whole-school improvement <i>Physical activity was promoted in school and through the school website.</i> 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport <i>All teachers had received some CPD for PE and a new curriculum was introduced.</i> 4. Broader experience of a range of sports and activities offered to all pupils <i>Visitors from the local football club have delivered sessions to many pupils.</i> 5. Increased participation in competitive sport <i>Children are taking part in an increasing number of inter school tournaments.</i> 	<ol style="list-style-type: none"> 1. Children now need to be given a wider range of opportunities to engage in this physical activity throughout the whole school day including through cross-curricular means. 2. All staff and children should be aware of the importance of Sport and PE and should be able to take an active role in some way to contribute to the improvement of the school. Girls in particular should be encouraged to contribute based on previous low engagement. 3. Teachers should receive regular CPD which focuses on their specific needs based on interviews and audits. PE lead should ensure regular contact with trust PE lead to seek and deliver high quality CPD which is aligned with the standards of the trust as a whole. 4. A wider range of sports and activities should be offered to engage ALL children and offer them something that meets their interests. This should be through both in school and out of school experiences. 5. Children should continue to take part in an increasing number of competitive tournaments, and this should further extend to KS1. More intra school competitive events should be arranged to ensure participation of all children, not just some.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0.....
+ Total amount for this academic year 2020/2021 £17,570
= Total to be spent by 31st July 2021 £17,570

<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 which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</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>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 2021.</p> <p>Please see note above.</p>	<p>Data unavailable due to academy conversion and subsequent staffing changes.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>Data unavailable due to academy conversion and subsequent staffing changes.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Data unavailable due to academy conversion and subsequent staffing changes.</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>	<p>Yes/No</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: 2020/21	Total fund allocated: £	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: 18.4%
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?:
Allow <i>all</i> children to access quality curricular lessons which are supported with the necessary equipment.	PE equipment and resources purchased across school including EYFS.	£3239.50 – PE equipment and resources	Children have the necessary equipment so have access to high-quality curricular PE every week.	Ensure good condition of equipment by reinforcing the importance of respecting equipment.
Give <i>all</i> children opportunities to take part in physical activity during breaks and dinner times.	<p>Sports TA leads activity sessions every dinnertime to engage year groups in different sports.</p> <p>Sports leaders arrange activities for younger children at break times and dinnertimes.</p>		<p>Children are now using equipment more readily. There are more opportunities to engage children who may have resisted sport activities. For example, skipping ropes, pom poms and ribbons are allowing many children to be active. Extra footballs and cricket equipment means more team games can be played.</p> <p>All children have the chance to engage with sports activities through breaks and dinnertimes.</p>	<p>Keep training sports leaders to become experts by:</p> <ul style="list-style-type: none"> -Ensuring they are clear on rules and procedures of games. - Ensuring they can communicate effectively with peers. - Teaching children to set up equipment independently <p>Now we will aim to introduce cross curricular ways for children to engage in physical activity such as Super Movers</p>

				in Maths or sports from around the world.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4.8%
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:
PESSPA should be promoted and celebrated in school by ensuring children have extra opportunities to engage in a range of different sport activities (with a particular focus on the engagement of girls).	Additional after school clubs added to the calendar including specific clubs to engage girls. Raised the profile of PESSPA through: 1. the school website 2. the PE noticeboard 3. Sports leaders in school The Women's Euros competition have been promoted in school for KS2 through reading.	£843	Many girls have taken up the offer of the after-school club and this has led to some girls joining tournaments. Children know where to find the PE noticeboard which details achievements and the sports leaders. Children are engaged in the Tom Palmer story 'Rocky and the game changers' in conjunction with the Women's Euros.	Continue to promote sport for everyone by holding a wide range of after school clubs. PE noticeboard to be regularly updated so children are aware of PESSPA in school. Continue to find ways to include PESSPA in the wider curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				75.5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
All teaching staff should be able to plan, teach and assess PE lessons in school with confidence.	Sports lead within school supporting CPD of staff by delivering CPD sessions, team teaching, supporting planning.	£11,824.67	Staff feel more confident when delivering PE and new concepts. Children are benefitting from regular, well planned PE sessions.	Staff audit to find out how confident staff are at teaching all areas of PE. From this provide focused CPD.
	Staff T shirts	£450	All staff happy to wear T-shirts and recognising the importance of setting a good example.	School Staff PE kit - Ensure all staff are wearing kit for teaching PE to send out the message that PE is important and to set the standard for teaching.
School PE lead should benefit from expert guidance within the trust.	Trust support from PE Lead to develop knowledge and skills of school PE lead.	£1000	Dan Bennet – Trust PE lead - has engaged with school PE lead a number of times to raise expertise.	Continue to liaise with Trust PE lead to further improve the CPD offer within school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0% (However, some costs detailed above)
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>All children to be introduced to a wide range of sporting activities through the PE curriculum and other events.</p>	<p>School PE lead supported by Trust PE Lead – Dan Bennet - to create a curriculum map which offers a wide range of sporting activities.</p> <p>Children have taken part in many sporting tournaments such as football, basketball and tchoukball.</p> <p>Visitors have been brought into school to provide specialist lessons Active Gen delivered a block of 6 cricket lessons across ks2 and Rotherham titans delivered a block of 6 rugby lessons across ks2</p> <p>Specialist equipment such as tchoukballs and nets and dodgeballs purchased to introduce and promote 'new' sports.</p>	<p>Trust lead support – cost detailed above.</p> <p>Equipment purchased – cost detailed above.</p>	<p>Children can experience a range of sports and activities which effectively covers all areas of the National curriculum. Children have enjoyed taking part in tournaments and are becoming more confident and behaviour at tournaments is excellent.</p> <p>Outside agencies delivered specialised lessons to Key Stage 2.</p> <p>Children get to experience new sports which piques their interest and leads to an increased engagement in sport.</p>	<p>Adjust curriculum further to include different sports such as tchoukball and areas of dance to conform with popular interests.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.7%
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 from Ferham should begin to take part in a range of tournaments within the local area. Children should be able to practise competitive sport through intra school tournaments and competitions.	PE lead has worked closely with School Games organiser and JMAT PE Specialist to prepare teams and attend a range of competitions including football, basketball and tchoukball in ks2 In school competitions have been started at the end of half terms between different year groups. Children have taken part in a whole school sports day with a range of competitive elements.	£300	Many children have had the opportunity to take part in a range of sports tournaments. Different children have been chosen every time to allow all children to be given a chance. This is starting to show successes, with a Year 4 team reaching the final of local football tournament. Children have been able to compete against their peers in a non-threatening manner- often as part of a team. This has increased their interest and engagement in sport.	Look at alternative tournaments – both in and outside of school - which engage a wider range of children – particularly KS1.

Signed off by	
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Date:	11.7.22
Subject Leader:	Kirsty Taylor
Date:	11.7.22

Governor:	
Date:	