

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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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 **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: Key indicators from Sports Wheel Audit tool.	Areas for further improvement and baseline evidence of need:
<p>From September 2019-March 2020 the school entered football, cross country, and netball cluster competitions. The netball team won the local cluster championship and the Football team came second. Two members of the school represented the school at the county final for cross country. Lunchtime and after school clubs were provided to engage pupils in regular physical activity, these were linked to those that were requested by the children. These clubs were delivered through Inspire Sports (multisports, football), Premier Sports (gymnastics and dodgeball) and TA's (skip to be fit, Zumba, dance)</p> <ul style="list-style-type: none"> • 84% of children surveyed said they had 30 mins of physical activity every day. • 100% of pupils surveyed said they had 150 mins of activity over a week. • 44% attended a club in school • 50% attended a club outside of school • 25% pupils represented the school at sports <p>From the Sportswheel it has been noted that:</p> <ul style="list-style-type: none"> • All pupils included within lessons with activity levels high. Teaching well-judged and often imaginative producing high levels of pupil engagement. Effective and clearly aligned curriculum and assessment framework with clear learning journeys linking directly with national curriculum and needs of all pupils established and understood by all staff. 	<ul style="list-style-type: none"> • Initial range of school based and external opportunities established, with opportunities for pupils to lead and volunteer, but this could be developed further. • Clear learning journeys established so pupil progress recognised. Most groups making Good progress but this could be developed further.

- Most pupils engaged in at least 30 minutes of moderate to vigorous daily activity in school through a variety of solutions, and specific measures taken to ensure engagement of inactive pupils. Outdoor spaces used to promote outdoor play, and staff given training and resources to engage pupils in play based activity.
- Needs-led staff development plan established (in consultation with all staff) to include engagement with relevant, high quality, externally provided training, supporting resources and teaching aids.
- Appropriate and broad range of competitive sports and activities/experiences developed for all ages and abilities. Competition used as a tool for learning with regular opportunities for intra and inter-school competition.

Did you carry forward an underspend from 2019-20 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 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £7500	Date Updated: October 2020		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £7500
Intent	Implementation		Impact	
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:	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?:
Staff to be able to have a budget to purchase new PE equipment to be used in playtimes to support 30-minute exercise. This will be kept in “bubbles” so that cross contamination is not an issue and equipment always available and be encouraged.	Key Indicator 1 – increase activity to 30 mins a day.	£1050		
Allocate money to renew and update outdoor fixed equipment to encourage more exercise at playtimes. (possible removal OF Train and replace)	Key Indicator 1.	£5000		
Purchase of further equipment for new sports for each bubble	Key Indicator 4 – broader experience of a range of sports and activities	£1450		

<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>This is the data from 2019 as the Year 6s did not swim in the summer of 2020.</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 2020.</p>	83% (20 out of 24)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	71% (17 out of 24)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	63% (15 out of 24)
<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>	Yes/No

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 £17630 Allocated approx. 90%: £15950 Left to allocate: £1680		Date Updated: October 2020	
<p>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</p>					Percentage of total allocation: 28.5%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>1. Improve physical activity levels in our most inactive pupils.</p> <p>2. Ensure maximum uptake of our extra-curricular clubs to engage as many pupils as possible.</p>		<p>1. All pupils to complete the Koboca surveys throughout the year to identify physical activity levels and activities they would like to try. Engage pupils not meeting the Chief Medical Officer's (CMO) guidelines by providing activities they have requested.</p> <p>2. Use Koboca results to identify the most popular time for clubs. Organise lunchtime and after school clubs, prioritise bubbles and year groups with least amount of active uptake</p> <p>3. Use Koboca results to target vulnerable children who are not</p>		<p>£850. – SSP (School Sports Partnership) audit package including Koboca survey and Sportswheel.</p> <p>£2000 supply for audit action</p> <p>£2,000 – yearly cost of lunchtime clubs.</p>	
				Sustainability and suggested next steps:	
				Complete survey twice a year to allow us to continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.	

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	<p>completing 30 minutes of physical activity a day in school.</p> <p>4. Use Koboca results to target lunchtime clubs at those vulnerable children who do not attend clubs.</p>			
<p>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>10%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</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>1.Promote active classrooms through the introduction of short bursts of activity each day. Pupil’s engagement will increase within the classroom. Pupils will be healthier and happier.</p> <p>2.Use of sport and PE to develop good mental health. School Sports Coordinator (SSCo) of Healthy body and Healthy Mind will in conjunction with the Relationships and Sex Education (RSE) curriculum support this.</p>	<p>1. Continue to develop in school display board for PE and how PE and sport can improve mental health</p> <p>2. Provide links for all staff to use (imoves and Active Schools). Encourage staff to introduce short bursts of activity at the start of the day and during the afternoon.</p> <p>3. Continue to use sport and exercise as a tool for supporting mental health and wellbeing</p>	<p>1. £1,400.00 annual imoves and active school’s subscription.</p> <p>2. £300 Healthy body/Healthy mind package from SSCO – School Sports Coordinator</p>		<p>Imoves is used by teaching staff for core PE delivery and can also be used for active classroom learning/short burst activities.</p> <p>Sport and PE is known to improve mental health and this is a main school focus for 2020-21 during a pandemic.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22.5%
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:
1. Use the create development wheel to track, monitor and measure staff training and support. Children to benefit from more confident and highly trained staff. 2. All staff to develop their knowledge and skills of PE teaching (online CPD)	1. Organise PE audit with School Games Organiser (SGO) lead and update PE, sport and health wheel. 2. CPD for staff through SSCO	1. Sports wheel as part of audit package in Key indicator 1. 2. £3000 Supply cover £1000 CPD costs	.	Create wheel will provide a yearly assessment of the leadership and current standing of PE within school. This can be used to set new and ongoing targets. Training of teachers to support higher quality teaching, assessments and results.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18.5%
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>1. From Autumn 2 reintroduce new lunchtime and afterschool clubs chosen by the pupils.</p> <p>2. Continue to introduce a range of sports using new equipment during PE lessons</p> <p>3. Young leader's package. 6 hour course that provides young leaders from Year's 5 and 6 with the resources, confidence and knowledge to plan, organise, lead and evaluate sport for all.</p>	<p>1. Contact and arrange a meeting with Premier Sports with a view to organising new clubs that will tie into the current cluster sports competitions.</p> <p>2. Analyse Koboca survey to introduce bespoke clubs that children have requested which don't link to cluster competitions.</p> <p>3. Organise a date and book young leader's package with School Sports Provider.</p>	<p>1. Cost depends on clubs identified and cost of external provider. Approximately £3000</p> <p>2. £250 cost of young leaders package. (postponed from 2019)</p>		<p>Complete Koboca survey and then arrange a meeting with Premier Sports with a view to organising new clubs that will tie into the current cluster sports competitions.</p> <p>Year 5's will be able to provide PE and sport opportunities for two academic years and hopefully inspire the next generation of young leaders.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12.5%
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:
<ol style="list-style-type: none"> 1. Remain part of the Downham / KES SSCO Cluster. Virtual competitions allow competitiveness and more likely to support further children to take part. 2. Develop Intra school sport competitions – class / houses – start with speed stacking per house / class. 	<ol style="list-style-type: none"> 1. Use West Norfolk SSP website 2. Develop intra sport format and purchase speed stacking equipment for each class (can't mix because of bubbles /cleaning) 	<p>1.£950 for virtual school competitions</p> <p>2.£200 equipment and £1000 supply for development and for management of competition.</p>		Continuing to support the KES Cluster will enable the children of Watlington Community Primary School to take part in virtual sports competitions throughout their time in primary education. Competitive matches will help the children to instil a love of sport and physical activity.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	