

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](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.

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 2021:	Areas for further improvement and baseline evidence of need:
<p>With COVID restrictions making it difficult for competitive sport outside of school the focus has been placed on making all children as physically active during curriculum, extra-curriculum PE, break times and lunchtimes.</p> <ul style="list-style-type: none"> • Full engagement of high majority of children during lunch times through structured play and games led by sports providers • High quality and variety of equipment to ensure all children can be increasing active within the curriculum and at break and lunch times. • Continued excellent dance and mindfulness provision impacting on all children and staff • FS/KS1 and KS2 health weeks. Hugely successful with outside providers. Intensity of volume of provision. • Increased pathways to sports club. Nottingham Falcons (Korfball) West Bridgford Tennis Club, Keyworth Cricket Club. • Being the promotional material for DRUMBA on the back of the Health weeks • Ensuring whole-school Forest School provision off site at Sharp Hill Woods. At least 4 week blocks from FS-Y6 • Providing 5 teams (40 children) for the Keyworth CC Ten/10 tournament and winning the plate competition 	<ul style="list-style-type: none"> • Hopeful return to whole school competition with the easing of school bubbles due to COVID • Maintain and extend participation in a variety of sports • Extend competition and participation to younger age groups • Develop further links with existing and new clubs • To develop further links with inspirational sporting role models. • Improve equipment for curriculum and non-curriculum areas • Maintain and develop the school intra-house competition. • Develop more links for SEND children to participate in competitive sport • Introduce new ideas to achieve the recommended 30 minutes a day of activity • Continue to enhance the opportunities for our less active and other targeted groups • Continue to enable every year group to have the expertise of a coach • Continue to provide opportunities for non-traditional sports and inspirational sessions for all

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

Total amount carried forward from 2019/2020 **£5,655**
+ Total amount for this academic year 2020/2021 **£19,690**
= Total to be spent by 31st July 2021 **£25,615**

<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>92% (60/65)</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>92% (60/65)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>92% (60/65)</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>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: £25,615	Date Updated: 29/7/2021	
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:
				25%
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:
<ul style="list-style-type: none"> • Increase healthy lifestyles • Increase participation, involvement and physical activity on top of curriculum PE • Engage children in focussed activities • Develop working as a team, learning rules and fair play • Improve continuous provision. 	Extra lunch-time provision (Premier Sports) <ul style="list-style-type: none"> • Specialist sports / activity professionals leading play, structured games across lunch time. • 30 minute structured sessions 4x per week. All KS2 children on a 4 week cycle (COVID restrictions) 	£4225	Structured sessions targeting all KS2 children (dodgeball) 100% (251/251) of KS2 children all attended weekly once a term 85% (214/251) of KS2 children all attended weekly 3 times per term. Children improved their decision making, listening, competitiveness, team work and healthy lifestyles. Increased participation from children not used to sustained physical activity and competitive games.	<ul style="list-style-type: none"> • Continue the provision for 2021-22 • Use pupil voice to identify different type of activity • Continue to monitor provision of those attending • Ensure widest possible needs are met by all children, • Ensure quality of equipment and provision.

	FS Equipment Trikes (various), Bikes (various), Balance bikes, balance boards, stilts, traffic lights, storage	£2113	100% (56/56) daily participation in structured and free-play continuous provision Children improved decision making, listening, team work and healthy lifestyles.	
	Lunchtime Equipment Trampolines and Exercise Bikes Equipment out for lunch times 45mins for KS1 (2 week cycle) 45mins KS2 (4 week cycle)	£800	100% (251/251) of KS2 children all participated weekly once a term 90% (226/251) of KS2 children all participated weekly 3 times per term. 100% (103/103) of KS1 children all participated weekly once a term 93% (96/103) of KS1 children all participated weekly 3 times per term. Children improved healthy and active lifestyles decision making, listening and team work.	
	Paceball Termly 45 minute weekly sessions for Y5/Y6 children. Fast, interactive game. Inclusivity and high energy	£640	100% (129/129) Y5/Y6 children participation in the 7 week sessions. Children improved decision making, listening, team work and healthy lifestyles.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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?	Sustainability and suggested next steps:
<p>See Indicators 3 and 4 FS/KS1 and KS2 Health Week Whole School Dance Provision Whole school Mindfulness Provision</p> <ul style="list-style-type: none"> Support the well-being of all children (during COVID lockdown allowing children to develop at home) To develop flexibility, strength, technique, control, focus, balance, agility and co-ordination 	<p>Mindfulness and Well-Being Week Yoga, Mindfulness and Dance on-line provision for whole school involvement.</p>	£200	<p>100% (401/401) Whole school provision</p> <ul style="list-style-type: none"> Children able to focus and develop mental-health, increase in flexibility, strength, technique, control, focus, balance, agility and co-ordination Providing CPD for staff to deliver during the year for children and staff well-being. Staff using mindfulness techniques throughout lockdown. 	<ul style="list-style-type: none"> Continue provision for 2021-22 To adapt if there is specific need for individuals, classes or issues that arise within school
<ul style="list-style-type: none"> Promote pride in representing the school and creating a strong identity. 	<p>New Sports Kit 1 x Hockey Goalkeeper Kit Replaced Football kits</p>	£390.45	<ul style="list-style-type: none"> Pride in wearing the kit and sense of identity. Increased self- esteem, pride and identity. 	<ul style="list-style-type: none"> Continue provision for 2021-22 when needed

<ul style="list-style-type: none"> Supporting curriculum PE and Playtimes 	New Equipment 36 x Uni-hoc sticks 16 x footballs Pack 10 x Foam Balls Bibs Markers.	£420	<ul style="list-style-type: none"> Practice with quality resources to ensure skills are developed 	<ul style="list-style-type: none"> Increased participation and healthy life styles developed and increased. More children participating in a wider variety of sports with higher quality resources
--	--	------	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42%
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:
<ul style="list-style-type: none"> Develop self-confidence and self-esteem Develop co-ordination and sequencing To be physically active. A platform to perform to an audience Develop healthy lifestyles Raising the profile of dance, especially to boys. CPD for staff 	Specialist Dance Teacher. <ul style="list-style-type: none"> Employed an additional day a week to enrich the curriculum and provide CPD for staff. Each class receives a 6 week (40minute) dance block linked to their curriculum every term (3 x per year) Routines performed in front of peers, during assemblies and celebration 	£6290	<ul style="list-style-type: none"> 100% (416/416) children accessed FS continual weekly provision 100% (56/56) children accessed Children perform dance with confidence in assemblies, celebrations and showcases with skill and enjoyment. Staff are present during sessions which act as CPD and empower staff to deliver sessions when the 	<ul style="list-style-type: none"> Continue provision for 2021-22 Ensure provision supports and enriches the curriculum. Ensure the increased participation of boys

<ul style="list-style-type: none"> • Support the well-being of all children • To develop flexibility, strength, technique, control, focus, balance, agility and co-ordination 	<p>Mindfulness and Well-Being</p> <p>Whole school initiative. Each year group to receive 6 x 45 sessions a year.</p>	<p>£4,500</p>	<p>dance teacher is not working with their group.</p> <ul style="list-style-type: none"> • Constant verbal dialogue with the dance teacher, staff and P.E. co-ordinator. Feedback at the end of each term between coach and P.E. co-ordinator. • Thorough CPD, teachers have the confidence and ideas to deliver sessions once the teacher has left • Increased participation in extra-curricular clubs (On the Stage) and within the wider community. <p>100% (416/416) children accessed across whole school</p> <ul style="list-style-type: none"> • Increase in flexibility, strength, technique, control, focus, balance, agility and co-ordination evident throughout the block of sessions and developed during lessons • CPD for staff to deliver during the year for children and staff well-being. 	<ul style="list-style-type: none"> • Continue provision for 2021-22 • To adapt if there is specific need for individuals, classes or issues that arise within school.
---	---	---------------	--	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
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:
<ul style="list-style-type: none"> • Increase Participation • Increase Competition • Raise awareness to different sports and physical activity • Develop links to clubs and the community 	<p>FS/KS1 and KS2 Health Week Children have 3x daily 40min sessions across the week with outside providers and staff led across a variety of sports and physical activity: Drumba, tennis, paceball, basketball, korfbal, hockey, kickboxing, dance, yoga, mindfulness, scooters, trampolining, table tennis, rowing, football, dodgeball, invasion games. All culminating in a Key Stage sports day at the end of the week</p> <p>100% (423/423) children accessed)</p>	£2149	<ul style="list-style-type: none"> • 100% (416/416) whole school engagement • Whole school engagement of all children. • Feedback from children, staff and providers • Increased participation in extra-curricular provision • Strengthening school-club pathways: particular hockey, football and cricket. • Increased self-esteem and confidence with different skills. • Increased positive perception to physical activity and increased future participation 	<ul style="list-style-type: none"> • Continue provision for 2021-2022 • Source new and different providers to enhance current provision
<ul style="list-style-type: none"> • Allow younger KS1 children to participate in Forest School and being active in an outdoor setting 	<p>Transport 4 week Forest School experience (2.5 hours) at Sharphill Woods.</p>	£600	<ul style="list-style-type: none"> • Success evident in the enjoyment had and increased participation of the children • Children greater at taking risks and working together 	<ul style="list-style-type: none"> • Success evident in the enjoyment had and increased participation of the children • As a result children will be increasingly active

			<ul style="list-style-type: none">• As a result children will be increasingly active across a variety of sports.• Developing health lifestyles in the local community	<p>across a variety of sports.</p> <ul style="list-style-type: none">• Developing health lifestyles in the local community
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
<ul style="list-style-type: none"> Provide children with a wide variety of organised sports encouraging participation and competition. More children representing the school and taking part in different sports Opportunities for staff to engage in CPD Support to utilise and evaluate the school sports premium effectively. 	Subscriptions Rushcliffe School Sports Partnership <ul style="list-style-type: none"> Subscription towards the Rushcliffe School Sports Partnership: Allows increased participation (and competition) to all sports within the School Games. Medals, certificates and CPD Predominantly Upper Juniors. Guidance and support – School Sport Premium and Active 30 minutes: ½ day in school support from SGO to discuss PE and School Sport provision, action planning etc. Young Leader Training and access to comprehensive CPD training <p><i>COVID restricted the ability to compete externally for the majority of the year</i></p>	£750	<ul style="list-style-type: none"> 100% (416/416) whole school engagement through on-line lockdown provision, including, athletics, golf, tennis, football, multi-skills 12% (50/416) represented the school through the sports partnership via 2 cricket tournaments Children have the value of being part of a team and representing the school The confidence and self-esteem is raised through competition and how it is shared in school and through Social Media. Children can adapt sport and healthy lifestyles within a home environment 	<ul style="list-style-type: none"> Provision for 2021-22 should return to full programme and chance to participate in competitive events. Maximise participation for the opportunities across all year groups linked to the sports calendar Involve more staff to support more extra-curricular participation and competition

Signed off by	
Head Teacher:	A. Blake
Date:	23.7.21
Subject Leader:	S. Tuckwell
Date:	21.7.21
Governor:	
Date:	