

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 **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:	Areas for further improvement and baseline evidence of need:
<p>During the academic year 2019/20, we:</p> <ul style="list-style-type: none"> • Invested in playground equipment. • Installed an 'active climber' climbing frame after successfully applying for a National Lottery grant. • Installed an all-weather trike tack for EYFS & KS1. • Increased participation in school competitions: <ul style="list-style-type: none"> ○ Took part in a Year 5/6 football league ○ Won a SEND new-age kurling event ○ Took part in tag rugby and a variety of other tournaments ○ Took part in KS2 football tournaments against local schools • Worked with Northampton Saints to provide PE support to teaching staff during autumn term. • Offered a range of extra-curricular sports including Tae Kwon-Do, Dodgeball, Basketball, Gymnastics • Provided Mental Health and Well-being sessions delivered by a trained coach via Pacesetter Sports. • Worked with Mintridge Foundation and a Sports Ambassador, basketballer Marco Backovic, to foster healthy active lifestyles. • Worked alongside Sports Connections to deliver the Pro Kick Challenge a fundraiser to help our school and another school in Burkina Faso. • Worked with an experienced, inspiring dance instructor to deliver engaging dance sessions. 	<ul style="list-style-type: none"> • All staff to delivered high-quality, high-impact PE sessions, • Accurate use of PE assessment to inform planning. • Use of PE to nurture well-being of all pupils (especially on return to school following Covid-19 lockdown). • Continue to increase attendance at events when possible and continue to aim for every pupil to engage in at least one inter-school sports event during the year. • When guidance allows, train current Year 5 cohort as 'Playmakers' or Young Leaders to lead lunchtime games and activities. • Enjoy greater success at inter-school events. • More involvement of sports ambassadors as role models for healthy lifestyles. • Utilise professional coaches from Northampton Saints further motivate and inspire children and develop staff. • Ensure PE and School Sport is 100% inclusive and inspiring for all, including out-of-school opportunities.

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

~~YES~~/NO * Delete as applicable

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: £0	Date Updated:2/12/2020	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £0
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?:

Meeting national curriculum requirements for swimming and water safety.	
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>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>	<p><i>Due to Covid-19 pandemic and lockdown, scheduled school swimming did not take place in the academic year 19/20.</i></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><i>Due to Covid-19 pandemic and lockdown, scheduled school swimming did not take place in the academic year 19/20.</i></p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p><i>Due to Covid-19 pandemic and lockdown, scheduled school swimming did not take place in the academic year 19/20.</i></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: £16830		Date Updated: 20 th August 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: 32%
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?: (to be completed July 2021)	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Further to the Covid-19 lockdown, our school is determined to combat any adverse effects to pupil health – physical or mental. We will continue to have two timetabled, high-quality, PE sessions each week for every class. School will look to deliver PE and Sports activities that appeal to all pupils, including inviting coaches/role-models in to work with children. 	<ul style="list-style-type: none"> School have introduced specific well-being/PSHE lessons (as sourced by our academy trust) to target pupils well-being following lockdown. We will employ a coach to provide sports activities during lunchtimes to engage pupils in physical activities. As a school, we purchased a subscription to 'The PE Hub' a recommended scheme of work that provides progressive planning and detailed assessment materials to support the delivery of high-quality PE lessons. School to work with coaches from Northampton Saints. School to once again work with experienced dance instructor to deliver high-impact sessions. 		<ul style="list-style-type: none"> £0 £5300 £ Funding fall under separate category. £ Funding fall under separate category. £ Funding fall under separate category. 	<p><i>All actions have been impacted by Covid-19 pandemic and Spring lockdown</i></p> <ul style="list-style-type: none"> Well-being/Mental health sessions were positively received by staff, and the pupils enjoyed the sessions. Lunchtimes are now a time when pupils are seen taking part in planned physical activities which will benefit their physical well-being. PE planning uses the PE Hub which facilitates a progression of skills not only during an academic year but also from year to year. Saints Coaches again raised profile of physical activity and sport with our children – as it was the Saints coaching them, children felt 'special'. The dance coach not only inspired the children but also gave ideas to our staff as to how to deliver effective and energetic dance sessions. 	<ul style="list-style-type: none"> The Jigsaw curriculum supports mental health well and we do not require the second PSHE lesson per week for our entire cohort. We will continue to employ sports coaches to capitalize on this time to work with our pupils. We will re-subscribe to The PE Hub. The link between the school and Saints will be maintained – not only for the in-school curriculum sessions but also for the memorable opportunities that become available to our pupils. Effective dance lessons can be difficult to deliver so we would look to once again work alongside the coach to deliver this, maybe to alternative classes next time around.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
<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?: (to be completed July 2021)</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Further to the Covid-19 lockdown we have set ourselves an Academy Improvement target to: <i>Develop learning behaviours and embed consistent expectations across the school, mindful of wellbeing of whole school community.</i> This will apply through physical education and sport as it does in any curriculum area but rules in sports allow this to be done relatively easily. Again, to help the school meet this target, we will look to train our Year 5 pupils as 'Sports Leaders / Playmakers' (when possible) to help develop behaviour whilst also raising the participation in activities during lunchtimes. This will also help playground organisation, again promoting/encouraging positive behaviours. 	<ul style="list-style-type: none"> In-house CPD will be delivered to help staff have high expectations of their pupils. Mental Health and wellbeing sessions will be delivered beginning in the second half of the Autumn Term to support and develop our pupils and contribute towards our Academy Improvement programme. Selected Y5 pupils will complete "The Magnificent Mind Champion" training delivered by Pacesetters. This enables learners to develop an understanding in the key areas that are needed to be a wellbeing champion within the school. Pupils will attend a day workshop with 'Mindful Minis', developing their mindfulness - awareness and compassion. An introduction to sports leadership for Y5 children when possible as 'Playmakers' (via Pacesetters) or a similar program. 	<ul style="list-style-type: none"> £0 £2450 £ Funding received via Pacesetter Sports £380 £400 	<p><i>All actions have been impacted by Covid-19 pandemic and Spring lockdown</i></p> <ul style="list-style-type: none"> Despite all that has gone over the past 18 months, learning behaviours have clearly improved across the school as a result of these actions. It is our belief that the wellbeing sessions clearly contributed towards the above improvement. Due to the situation, we don't feel we have been able to see any particular benefits in completing the 'Magnificent Minds' program other than to those children who experienced the coaching session. Younger children enjoyed the 'Mindful Minis' session but the older children didn't enjoy the yoga activities. Likewise the Playmaker sessions, whilst useful, were unable to make a huge impact this year due to classes being in bubble groups, etc. 	<ul style="list-style-type: none"> As stated above, the wellbeing sessions had the required impact but we would be looking for something different next year to run alongside our Jigsaw PSHE program. With the COVID situation not yet fully resolved, we will not book the Magnificent Minds or Playmakers schemes in 21/22 due to their limited impact this year. When introducing new sports (such as Yoga via 'Mindful Minis') we need to take a more considered approach in terms of the cohorts targeted.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
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?: (to be completed July 2021)	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Specialist coaches will be used to model subject knowledge and effective teaching of specific PE and sport skills whilst school teaching staff are able to observe practice. <ul style="list-style-type: none"> Northampton Saints Louise Staff will use the comprehensive materials developed by 'The PE Hub' to ensure they are delivering progressive, high-quality sessions 	<ul style="list-style-type: none"> Northampton Saints visit school and deliver high-quality rugby coaching, whilst school staff use this to develop their own skills/. Dance specialist coaches pupils in high quality dance sessions, whilst teachers observe this good practice School to purchase subscription to 'The PE Hub' and share teaching resources amongst staff. Staff to better differentiate PE sessions, ensuring they are inclusive for all pupils. 	<ul style="list-style-type: none"> £2000 £1500 £ Previous year's budget. 	<p><i>All actions have been impacted by Covid-19 pandemic and Spring lockdown</i></p> <ul style="list-style-type: none"> As stated above, these were both very successful projects this year. Pupils enjoyed them a great deal and it is felt that the rugby coaching would have led to success inter-school events. The staff benefitted a great deal from watching the professional dance lead Dance PE sessions. The quality of PE, as delivered from The PE Hub planning, is of a more robust standard than previous sessions. 	<ul style="list-style-type: none"> We will once again look to engaged with both Northampton Saints and the outside Dance instructor due to their impact on both staff and pupils this year. We will continue to use The PE Hub for our PE planning.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
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?: (to be completed July 2021)	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Continue to use sports funding to engage pupils in a wider spectrum of sport and physical activities – possibility of forest school for younger pupils and water-based sports for older ones. Support pupils in their mental health by accessing specific activities to develop their understanding in the key areas that are needed Be outward looking to seek opportunities to signpost children to local sporting clubs/activities etc. 	<ul style="list-style-type: none"> School to investigate opportunities and allocate funding for pupils to attempt a wider range of sports (when guidelines allow this) including, but not limited to, rock-climbing, sailing and forest-school opportunities for younger pupils. Class Teachers to inform PE Subject Leader of specific pupils such as least active; gifted & talented; girls/boys; vulnerable groups and those on SEN register. Subject Leader to then source activities School to make links with out-of-school organisations. 	<ul style="list-style-type: none"> £3500 (for transport and staff to accompany groups). £0 £0 	<p><i>All actions have been impacted by Covid-19 pandemic and Spring lockdown</i></p> <ul style="list-style-type: none"> Staff have begun to identify those pupils who may benefit from an extra challenge and discuss these with the PE Subject Leader. School has developed a strong link with Kettering Town Football Club and a number of our pupils have been signposted to their out-of-school clubs. 	<ul style="list-style-type: none"> Now moving out of Lockdown, school needs to revisit the target of introducing pupils to a wider range of sports. School needs to support all pupils to access a wider range of extra-curricular sporting activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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?: (to be completed July 2021)	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Planning to link to additional school coaching with inter-school competition events. • Increase pupils' participation in inter-school events by entering more sport competitions. • <u>Ensure</u> all pupils represent school in some physical activity. 	<ul style="list-style-type: none"> • Coaching sessions for pupils • PE Subject Leader to source competitions and 'sign' school up to events. • PE Subject Leader to monitor attendance figures at events. 	<ul style="list-style-type: none"> • £300 • £1000 • As above 	<p><i>All actions have been impacted by Covid-19 pandemic and Spring lockdown</i></p> <ul style="list-style-type: none"> • Towards the end of the year, after the Spring lockdown, school was able to attend some events and made some in-road into giving all pupils the planned opportunities. 	<ul style="list-style-type: none"> • This remain a focus for the school and will be incorporated into next year's plan.

Signed off by	
Head Teacher:	
Date:	26/11/20
Subject Leader:	
Date:	26/11/20
Governor:	L Culshaw
Date:	2/12/20