Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Created by: Association for Physical Education, Active Partnerships, YOUTH SPORT TRUST

Supported by: SPORT WORKS LOTTERY FUNDED, UK COACHING, UK active

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:
Pre march 2020 - regular participation in Shrewsbury School Games competitions – Panathlon, Inclusive festival, Disability festival, Sportsability events, Inclusive sportshall athletics competitions, KS1 festivals (OAA) - two pupils in KS2 attended the Shrewsbury School Games leadership academy and delivered festivals to KS1 children - Gotta Dance festival – Theatre Severn - Prestfelde Dance festival Shrewsbury town in the community (STITC) curriculum delivery pre lockdown STITC –online delivery during lockdown – partnership working	• Empowerment of staff to deliver PE • Staff audit needed , review of resources and training. Review how to utilise staff to maximum capacity and strengths. • Review of best use of PE delivery spaces. • Aspire towards 2 hours of PE • Engagement of pupils in regular physical activity – review of playground resources, provision and staff training. Target least active groups. • Swimming targets for KS2 most able pupils – data required – Top up swimming opportunities. • Review of extended school physical activity clubs – respond to need and review range of opportunities. Target least active groups. • Expand Intra school competitive opportunities – work to achieve outcomes / positive competitive experiences for children – this can be achieved through Intra and Inter competitions. Consider a House system for school. • Review opportunities for PMLD and CLDD – MATP

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: £4682**	**Date Updated:**	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £4682
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?:
Increase teaching areas to ensure indoor spaces are available so most classes can to deliver 2 hours of high quality PE unaffected by weather. Also increase opportunities for more clubs to be delivered and use for community and School games events.	Redesign how we use indoor teaching spaces. Split sports hall Move rebound sessions to upper hall. Add cross court basketball rings	£2500	Timetable 2 hours PE indoor spaces for most needy groups to have high quality PE lessons.	Improved facilities to teach PE in
Improvement of play areas and bus bay play area to inspire children to do 30 active minutes	Equipment / storage	£1182 (£ 503.59 spent dec 2021)	Activity levels rise Behaviour improved	Resources and training to support playground activities in the future
Improve delivery of PE using ICT resources. (real PE / you tube etc)	Interactive screen for lower hall (wall mounted)	£1000	Delivery of high quality PE lessons with ICT links and support .	Use of ICT / Online resources to support PE lessons in the future

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.	Data for 2019 not available at present
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	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.

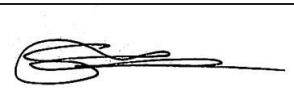
Academic Year: 2020/21	**Total fund allocated:** £ 17860		**Date Updated:**	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	13%
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:
Increase opportunities for active play and 30 mins exercise particularly in S6 play area. Additional funding to target children who may be able to reach 25m target	Climbing traversing walls for playground (behind S6) STITC to deliver in lunchtimes Top up swimming money	£1285 (included in costs) £1000	Improved cultural capital / playground experience. Improved behaviour ,mental and physical health Increase opportunities for pupils to reach KS2 25m swimming target	Resources and training to support playground activities in the future Review swimming delivery in the future – targeting those who could attain 25m

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	0%
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:
Use resources for brain breaks and active lessons. Link PE outcomes to new curriculum outcomes. Empowerment of staff – real value of PE – cross reference with semi and formal curriculum targets	Purchase REAL PE . Staff training and whole school implementation Active maths and other resources from SGO CPD / train PE leads in each dept who will disseminate information across department	See below No charge No cost		Staff empowerment, confidence and knowledge to deliver PE

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	70%
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:
Increase staff knowledge and confidence to deliver PE by … Fundamentals to be taught using REAL PE resource by teachers in second hour of PE	Real PE resource – 4 staff trained as support across the school .	£2875	Staff confidence to deliver Fundamentals Children's Fundamentals improved.	Staff empowerment, confidence and knowledge to deliver PE
Staff to observe good practise / delivery and learn how to deliver PE	STITC partnership delivery and empowerment support	£8500	Staff increased knowledge and confidence to deliver PE	
Support for CLDD / PMLD – increase knowledge and ideas.	Consult and research resources – use MATP ?	£1000 ?	Staff increased knowledge and resources to deliver PE	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	7%
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:
Increase range of afterschool sports clubs – identify least active groups – target	After school clubs – 2 per term (spring and summer = 4 * £300 / club	£1200	Increased range of after school sports clubs	Embed high quality clubs in the school for the future

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	**Implementation**		**Impact**	11%
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 children's life skills, self confidence, resilience, positive outlook, coping strategies – and have fun ! through engaging in competitive opportunities (intra and inter)	KS2 Intra – house system – buy resources and medals etc Inter -transport and entry fees Sports day / week MATP competitive experience for Preformal	£2000	Children enjoy being competitive and have fun . Increased motivation / self confidence and understanding of how to cope in a competitive environment	Embed a house system into the school philosophy to spread across all subject areas .

Signed off by	
Head Teacher:	
Date:	04/02/2021
Subject Leader:	
Date:	17/12/2020
Governor:	
Date:	