

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



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

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:
<ul style="list-style-type: none"> • All learners take part in at least 2hrs of physical activity per week. This could be through PE lessons, daily challenge, sensory circuit, extra curricula clubs, swimming lessons, horse riding or outdoor adventurous activities. • Specialist equipment (large tunnels, agility tables, climbing apparatus) has been purchased for 2 campuses so learners can access a sensory circuit every day. • Primary Classes teach PE in ability groupings. • The bike society delivered balance bike sessions to all our learners for the Autumn and Spring Term and parent feedback has been positive. Learning to ride a bike will support with independence and promoting a healthy life style. • All classes attend swimming lessons to learn a life skill and make community links to support independence. 	<ul style="list-style-type: none"> • An assessment system created for PE/Motor Skills so we can track progress based on specific needs of our learners. The introduction of the school assessment system EARWIG to be rolled out in September 2020. At the moment assessment in PE is limited and not fit for purpose. • Training delivered to all staff so they know how to best support and extend learning using the specialist sensory circuit equipment. Further equipment researched to ensure consistency across all three campuses. • All teachers to attend balance bike CPD so they can teach balance bikes. • Balance bikes and helmets to be purchased for all campuses. • Involvement in competitive sport limited due to restrictions. Further engagement in online activities to be researched.

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

YES/NO * Delete as applicable

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: £16,430 Total Spent: 15,110.92	Date Updated: 15/07/2021	
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: 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: £591.30	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to ensure all learners are getting at least 30 minutes of physical activity throughout their school day. All learners will get the opportunity to experience swimming and cycling developing skills for life and enhancing independence.	Timetable created for academic year and distributed in July 2020 this includes swimming and balance bikes for all pupils and Horse Riding for KS2 learners.		Survey sent to parents to collect data on impact of balance bike at home. 93% of parents who responded said they wanted their child to learn how to ride a bike. Swimming assessed and planned for with 100% of learners making progress.	Rebuild community links to ensure secondary learners have a network of leisure centres/sport venues when they leave school.
For play leaders to be trained and given a lunchtime timetable where they deliver a physical development focused activity at least three times a week. These sessions could be focusing on learners' physical developmental targets as a 1:1 or small group activities focusing on fundamental PE skills with an aim	Meet play leaders in September INSET. Expectations set and timetable created and resources purchased where necessary. Weekly meetings with play leaders across all campuses with appraisal target focus on EARWIG and CPD delivered within meeting time.	£391.00	Play leaders have a clear role across 2/3 of the campuses and deliver activities throughout lunch time. Once a week each play leader uploads evidence of the engagement in their sessions onto earwig. Uploads show students engaging in meaningful activities during playtimes. The range of activities offered has	CPD for the play leaders to build skill set. Document behaviour incidents at the start of the Autumn Term 2021/22.

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of improving pupils' gross motor skills.	For 1 campus a coach has been booked in for Summer 2 to deliver weekly clubs to provide CPD for the play leader and to make links for a potential after school activities.	£240	changed over the school year as the learners develop their skills for example moving from individual activities to small group games. Links have been made for parents to book in afterschool provision using Active Sports coaching based on the learners experiencing the sessions during school time.	Parents have identified a need for wrap around care/after school clubs. Research opportunities.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				57%
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: £9,341.66	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To purchase balance bikes so students can use the bikes throughout the day and for weekly balance bike lessons. For the learners this will develop motor skills, physical coordination and strengthen balance. For the parents this can be an activity their child could take part in at home.	Lead PE teacher to research bikes to purchases to be stored at GC and SRR campuses. Playground timetables created so teachers can allocate teaching slots. Balance bike lesson plan template circulated and teaching objectives created so teachers can teach key skills. Parents able to access assessment systems so they can observe progress and opportunity for them to loan our equipment.	£9,055.43	Some learners can now ride a bike independently. Most learners will sit on the bike and take strides and All learners will tolerate a bike in their personal space. 98% of learners have made progress in cycling. 10 Secondary Learners passed their bikeability level 1 course in Summer 2.	Extend curriculum framework to include bikeability assessment modules. Ensuring bikes are maintained regularly. Ongoing upgrading of the bikes in line with the learners' ability.
To improve our physical development assessments in line with the new development framework. This will continue to raise the profile of PESSPA throughout the school and ensure teachers know next steps for pupils learning.	All staff to be trained on new assessment package 'EARWIG' 20/21. Lead PE teacher to support teachers with baselines and assessments throughout the year. Lead PE teachers to audit uploads for swimming, motor skills, bikes and PE throughout the year.		Play leaders and swimming teachers are using EARWIG to track progress, taking footage and linking the clips to learning objectives. All learners have made progress in at least one strand of physical development and this progress in uploaded to EARWIG.	Continue to refine developmental framework ensuring it works for our cohort of learners.
To research electronic system to allow us to stream music and	LR to research Spotify subscription for all three campuses. Teachers	£179.98	Teachers, HLTAs and play leaders are using Spotify for	

create playlists to be used within lesson times as part of learning zones, explicit PE lessons and the daily challenge. This will create opportunities for movement breaks, make moving motivating and save teacher time.	asked if they want to continue with subscription December 2020. Lead PE teacher to continue creating playlists and reminders to use Spotify during movement breaks, extra curricula, daily challenge, PE lessons.		extracurricular clubs and PE warmups. It is saving time and giving students a voice because some learners can create their own playlists.	
For the school to offer a resource loaning system, so learners can generalise their physical skills at home.	Resource loaning terms and conditions created, and article created in the newsletter to promote. All administration and teaching team are aware of the processes.	£106.25	39 families have engaged in the resource loaning pilot for February/Easter Holidays and May Half Term. 7 families have purchased their own equipment based on borrowing ours. Teachers have commented on the improved physical development of learners and 85% of families who borrowed in February borrowed again in Easter.	Ask parents to record the progress the learners make at home and upload on EARWIG. Invite parents in to see how we use the equipment at school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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>£3968.19</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>For teachers to be trained to teach balance bikes. Learners will develop core stability, balance, strength and coordination. Teachers will gain a new skill set. Learners will have access to weekly bike sessions from February 2021.</p>	<p>CPD to be delivered to all teachers across the Autumn Term.</p>	<p>Cost covered within bike purchase cost.</p>	<p>Balance bike lessons have been created for the Spring Term using the planning template for the whole school. The developmental framework for assessment includes balance bikes so teachers can track progress. 98% of learners have a baseline for balance bikes on assessment system.</p>	<p>Ensuring new teachers are trained to deliver balance bikes.</p>
<p>For teachers to be supported by Lead PE teacher to create high quality PE lessons. Pupils will experience physical activities that are personalised to their needs.</p>	<p>Lead PE teacher to meet with teachers July 2021 to split PE groupings based on ability. Lead PE teachers to support with planning and delivery of physical education lessons as well as reviewing the physical activities in the classroom. Resources identified working alongside OT.</p>	<p>£3968.19</p>	<p>Learners are experiencing appropriate PE lessons/physical activities suitable for their individual needs. Progress is now being tracked on EARWIG for three strands of PE and/or motor skills for 100% of learners. Resources are now comparable across all campuses.</p>	<p>Making sure all teachers are delivering high quality PE lessons providing appropriate stretch and challenge.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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: £1302.07	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: To develop further the range of sports activities offered to our pupils including scooter workshops, yoga, dance and outdoor and adventurous activities.	<p>Research and trial a range of different outside organisation throughout the academic year.</p> <ul style="list-style-type: none"> • Sunbury Garden Play • Scooter Workshops • Dance Spring Term • Yoga Summer Term SRR • Combination Dance Russell • Forest School Russell. • Cricket rearranged for Summer 2. • Rugby Sessions • Cricket Coach <p>Monitor which classes have attended which activities to ensure all learners get equal opportunities.</p>	£360	100% classes have experienced at least 1 outside organiser delivering physical development. This is either on or off campus. Learners physical activity has increased.	Researching excellent providers of SEN sport experiences. TYM Marble Hill Play Centre. Making links with Clarendon school and other SEN provisions to share good practice.

For students to have access to waterproof overalls so they can take part in outdoor adventurous activities such as forest school and water play. Pupils will be able to explore the elements while still maintaining good hygiene . Teachers will be able to include a wider range of learning activities without the concern of pupils getting messy.	November 2020 All classes across the three campuses have been assigned waterproofs. HLTAs been given specific appraisal targets linked to using the waterproofs for outdoor activities. Review in the summer term and purchase more if needed depending on demand.	£942.07	Waterproofs have been used for outdoor learning opportunities throughout the year. Learners have used the waterproofs during wet play to support with activity levels. Learners are more active during playtimes.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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: £499	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To improve our participation in inter school and outer school events. These events give pupils the opportunity to apply skills learnt in school to a different environment, and will increase confidence/team building skills.</p> <p>Virtual Events completed:</p> <p>Events for Summer Term:</p>	<p>To make links with SEN schools within our trust and identify opportunities for us to combine classes for competition. PE lead teacher to select specific sporting events throughout the year.</p> <ul style="list-style-type: none"> • LYG-Biathalon • Panathlon Multi Skills Game Day. • Panathlon Hydro Pool • Santa Dash • Art Competition for Tokyo Logo. • Sports Day • Disability Day at the Oval. • Active Sports to deliver extra curricula • Strathmore Big Pedal Charity Event. 	<p>Free events.</p> <p>£499</p>	<p><i>Progress impacted because of COVID 19 restrictions.</i> All learners have experienced at least one physical development experience outside of the school environment. 100% of learners have taken part in a sporting event. Events have been used to document evidence and show progress.</p>	<p>Games Mark Entry Form. To work with organisers of events to provide suitable experiences for our learners.</p>

Signed off by	
Head Teacher:	<i>Chen PMA</i>
Date:	16/07/2021
Subject Leader:	Louise Ross
Date:	15/07/2021
Governor:	<i>Harry James</i>
Date:	19/07/2021