

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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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](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 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](#).

Spend and key achievements and areas for development for Shottery St Andrew's C of E Primary School 2020-2021



Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Pre Covid: Sports teams and inter school competitions and matches Participation in afterschool clubs</p> <p>Covid Lockdowns: Virtual Sports Week July 2020 (Google form entry of results) Active Lockdown activities posted weekly Home access to online lessons and videos with Onside coaches</p>	<p>Reinstating inter school competitions and matches in line with the necessary risk assessments.</p> <p>Reinstating swimming sessions for KS2</p>

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 July 2021				
<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>				<p>Total Carry Over Funding:</p> <p>£6,638</p>
Intent	Implementation		Impact	Sustainability and next steps
<p>To engage all children in regular activity every day. To identify times of the day when children could be more active and give them opportunities to be active.</p>	Resources for lunch and play times:	Carry over funding allocated:	100% of EYFS children using resources during play times and lunchtimes.	Monitor and assess need for more bikes, trikes or scooters
	Updated bikes, trikes and scooters to develop large motor skills in EYFS and KS1. For use at breaktimes	£267	Reception class have access to vehicles during Bike and Ball playtime.	Replenish resources for EYFS and KS1 playtime. Goals for playground football
	Purchase resources for each class bubble to use within PE lessons and break times.		Every class have access to resources for outside PE lessons and breaktimes	Ensure children and staff collect all equipment after use.
	MDS staff to facilitate activities and sustain involvement.	£2 066		Identify others times when activity could be added e.g. equipment out at KS1 morning breaktime, Resources for Wraparound, EYFS outdoor sessions, Active lessons.
	Virtual PE / sports activities posted weekly during lockdown Including	£600		Ask School Council / Sports Council for other equipment the children may like for play time and lunch time.
	Onside videos			Establishing active challenges between the three school houses (Oak, Elm and Beech)
	Cosmic Yoga			
	Be Active mini Challenges			
	Gross and fine motor skills			
	Get Active at Home			
	Year 6 Sports Council		Sports Council organised lunchtime events (between 30 and 60% attended the events)	

<p>To give children access to wider range of Physical Activity. Gauge their interest for implementing before and after school clubs linking to their interests. Support and motivate staff in teaching these sports.</p> <p>To engage and motivate children and teachers in school. Raise the profile of PE at school and improve the assessment of PE.</p>	<p>Hire of the Memorial Hall to facilitate PE sessions</p> <p>After school clubs: Football Netball Multi-Sports Bounce and Beat Dance</p> <p>Sports Stars in lessons.</p> <p>Player of the week for clubs – to include team work, sportsmanship, coaching, improvement, participation as well as skills.</p> <p>Long-term and medium-term planning refined and developed.</p> <p>Termly assessments completed by Onside Coaches. Assessment summary reported to parents.</p> <p>MDS/ teacher support delivering the competitions during lunchtimes and support children's wellbeing.</p>	<p>£1 742</p> <p>£2 125</p>	<p>All children accessed weekly PE sessions with specialist coaches.</p> <p>Increased motivation to listen and participate in PE sessions. Sports successes shared alongside academic achievements in Celebration Assembly.</p> <p>Children have a greater understanding of expectations and skills and attitudes needed to improve.</p> <p>Children improved personal best scores.</p> <p>Greater co-operation and team work during lunchtime football sessions enabling a wider range of children to participate and co-operate with each other.</p>	<p>Continue to organise after school clubs and inter school competitions (covid restrictions permitting).</p> <p>Develop Forest School provision</p> <p>Monitor assessments and consider implications for provision</p> <p>Restart KS2 swimming sessions when Covid restrictions allow and pool time can be booked.</p> <p>Establishing active challenges between the three school houses (Oak, Elm and Beech)</p> <p>Provide MDS with support for delivering the competitions during lunchtimes</p> <p>Sports Council to support with improving personal bests over lunchtime.</p> <p>Return to inter school competitions and matches</p>
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<p>To engage all children in competitive sport. To motivate children to improve their personal best scores and improve their physical capabilities.</p>	<p>Shottery Olympics</p> <p>Weekly sports day activities and competition built into PE sessions during the summer term and points scored for respective houses and shared in celebration assembly and on the newsletter.</p>		<p>Ensured 100% participation in competitive sports day style activities when covid restrictions prevented an actual event.</p> <p>Successes celebrated alongside star workers, maths champions and million-word readers boosting the profile of PE.</p> <p>Child and parental interest in results and scores and encouraging competition and effort.</p>	
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<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>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>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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</p>

Signed off by	
Acting Head Teacher:	H Howlett
Date:	December 2021
Subject Leader:	H Howlett
Date:	December 2021
Governor:	
Date:	