

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>Awarded the distinction level for South Yorkshire school games during COVID.</p> <p>Awarded the South Yorkshire school sports award for active school.</p> <p>Achieved School games recognition for involvement in sport.</p> <p>Despite COVID all pupils in school have competed in intra school competition in a sports hall athletics competition.</p> <p>Active lessons in school have been successful with bubble classes to engage those in class. Nomination for active school award in South Yorkshire.</p> <p>Every class was able to take part in PE before national lockdown with individual sets of equipment put together to achieve the goals of the year groups PE curriculum focus for Autumn term 1.</p> <p>As part of mindfulness the school has adopted well being walks as a positive strategy for getting pupils moving in lockdown.</p> <p>The school raised £840 for Barnsley Hospice taking part in a sponsored assault course Rudolph reindeer run.</p>	<p>To hopefully arrange sporting competitions and events throughout the Spring and Summer for intra school competition.</p> <p>To provide clubs for pupils within certain bubble classes once national lockdown eases.</p> <p>Continue to develop portfolio to apply for centre of excellence for sport.</p> <p>Work alongside colleagues in school so that all pupils are accessing as much sport and extra-curricular activity as they can.</p> <p>Due to the restrictions in place events and competitions have not been possible to attend.</p> <p>The main focus is to think of potential ideas for how to still take part in as many activities as possible and expose children to the range of sporting events that they would before COVID.</p> <p>With this in mind we will look to develop our bank of resources to provide pupils with more opportunities on site that would previously only be available off site. The OAA residentials and swimming have been highlighted as a key area which has been missed due to COVID</p>

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: £5090	Date Updated:27.01.2021	
Outdoor learning and adventurous activity including swimming.			Total Carry Over Funding: £3945.	
Intent	Implementation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Due to COVID planned trips for an increase in y6 swimming lessons weren't able to go ahead and Year 5 pupils had to cancel the annual oaa trip. This has caused a significantly reduced opportunity for those pupils to experience much needed social and physical activities. We intend to provide opportunities for the current Y6 and current Y5 groups to attend additional swimming sessions to increase the percentage of swimmers able to achieve 25m+ by the end of Y6 and provide those pupils with meaningful challenging team work experiences.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Book 6 additional swimming sessions for Y5 and Y6 pupils to increase the number of pupils able to swim 25m+ and create awareness of water safety.</p> <p>Provide children with team building and outdoor adventurous activities based both on site and away from site.</p>	<p>Carry over funding allocated:</p> <p>£2000 - £176 per session</p> <p>Archery set £639.99 Book for teachers £7.99 Slack line set x2 £79.98 Blind fold set x2 £17.98 £745,96</p> <p>Cost of trip for residential to be used for Go Ape high lines adventures. £20 per pupil. £1200</p>	<p>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?:</p> <p>The pupils impact on swimming will leave more young people equipped with basic swimming skills to understand dangers of water. To encourage different avenues for activities to take part in.</p> <p>By purchasing the OAA equipment the school can provide opportunities for all pupils to access some elitist activities on premises reducing the need for external agencies.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>The additional swimming sessions would be a preferred method for all current Y6 to prepare them to be competent and confident swimmers before entering secondary school. Encouraging involvement in sport.</p> <p>By purchasing specialist equipment for OAA activities a real focus on team work and exposure to activities which may not be available to pupils would boost well being in the school.</p> <p>Allowing pupils to take part in activities which they would miss who may not be able to afford costings of trips on residential trips.</p>

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.	
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 2021.	22%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% Took part in the activity.
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 Intend to do so COVID

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: £18720		Date Updated:27.01.2021	
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: % £400
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:
Took part in the Daily mile for each class during Autumn half term alongside the Rudolph run and a Y5 enterprise project.	Every day pupils walked/ran or jogged for 15 minutes constantly.		NA	Pupils were actively requesting to take part in more and more “daily miles” pupils were challenging other classes to see who could do the most miles. In some classes the pupils would run constantly at play time as part of a self-imposed mile. Without COVID the pupils would have continued to maintain this as a regular activity as part of well being and running in the local area to encourage physical activity.	To create a running group – previously the school has had a cross country club and this would be encouraged. There are many local trails that could give pupils an affinity to take part in running. To implement daily mile within lockdown for all pupils in school. Barriers are time tabled slots for the activity.
To take part in another active day challenge where pupils wear pedometers to see who can be the most active throughout the week. (COVID restricts this due to the sharing of devices to wear) Our school won the active school for South Yorkshire for last year.	The idea was to allow each class to wear a sample amount of pedometers to encourage the minimum 30 minutes activity per day. Lunch time activities are provided so that constant activity can be achieved. Prizes and winning class each		Previous costing for 33 pedometers was £93 projected cost for 60 better performing pedometers £400	When taking part in the challenge during the previous year pupils use showed that pedometers deemed purposeful and have motivated pupils to be aware of what they are doing at play times. Better quality of tracking	For class teachers to be responsible for the maintenance and upkeep of new pedometers. The pedometers to be used each year for the challenge to carry on.

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	celebrated in assembly.		equipment would be required to further advance the awareness of their activity.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: % £2654
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:
Increase amount of pupils leaving school able to swim 25m+.	Extra swimming sessions booked for all year 5 and 6 pupils.	Maximum amount of £3000 to spend. TBC £176 per session 6 sessions £1056 £900 £1956	Provide us with a larger percentage of pupils leaving school water confident and able to swim 25m+	If successful in improving swimming ability of pupils and PE budget maintained to provide additional sessions next year too.
Essential resources up keep and maintenance	Purchased new equipment for school for PE lessons 2xfootball goals 6xhockey goals 30xfootballs Gym matsx Hoops	Samba football goal set £153.98 £556.41	Pe mats were highlighted as a restrictions for some KS1 pupils due to heavy mats which were difficult to carry. New ones purchased allow pupils to collect clean and work on their own stations without others touching the equipment. Class sets of equipment have allowed pupils to use their own item safely.	Safer gymnastics and more resources able to be used during lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% £545
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:
Real PE full package for home learning.	The purchase of the Real PE at home license allows teaching staff to assign tasks to pupils and use the expertise of the videos to explain tasks for remote learning.	£250 top up to the base program.	Pupils now have access to a large online library of activities with individual logins to experience the activity. Prior to COVID this wasn't required due to the plethora of after school clubs and high quality pe available for pupils to access. Now they have logins for them to access at home to take part in physical activity safely.	Once the pandemic is over real PE at home would not be an essential item to include in the offer of the school. Next steps would be to provide the level of after school clubs and PE within school again.
Real PE scheme with detailed explanations and descriptions for delivery of lessons.	All teaching staff have access to instantly view units of work building knowledge and understanding of offering a broad curriculum.	£295		
Home learning for PE for all pupils in school.	Upgraded the Real PE program so that all families have access to the online real pe system. License upgrade. Staff meeting to go through how to assign tasks and to explain how the activities are related to the objectives.	£250	This will give every child the chance to take part in quality pe lessons with limited resources. Staff broaden their knowledge of how activities can be altered to meet the needs of pupils who are in their homes with smaller resources.	To re assess if there is a need for the home system after COVID.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				% £2757

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:
Additional achievements: Due to the impact of COVID opportunities have been rare this year. We plan to host whole intra school competitive events of a large range of activities. Purchasing archery and OAA resources to ensure pupils have those broad experiences in a COVID secure way.	Organise time and dates for all pupils in school to access the competition at separate times. This will allow for a secure way to take part and so that all equipment can be cleaned before the next use.		Pupils have learnt new skills, seen activities that they weren't aware of before and learning discipline and health and safety rules for new activities.	This will be a whole school tournament every year and allow for pupils who miss out on residential experiences due to affordability or other circumstances to take part in activities which others got to while away.
Zoom linked karate club classes	The karate club which offered after school clubs at the site has taken on a number of pupils who partake in zoom classes from the school.	na	Pupils have been given the opportunity to have an after school club linked with the external club provider each week.	To re introduce the club on site once COVID restrictions allow.
Increase girls participation in sport (football)	Signed the pledge to increase girls participation in sport. Awarded the Silver award (gold once we can host the club in school) Due to covid we haven't been able to role out the Disney football club.	NA free resources from FA and Disney TLR2a PE £2757	I had sent out a preliminary letter for the club with a maximum of 20 places available. Once COVID restrictions allow groups from different classes to stay after school safely. Offer another after school club for tennis/ball racket skills.	To continue to promote girls sport and offer at least one girls only club and open up other clubs to girls as well. To encourage participation for ones who aren't confident.

<p>Increase amount of pupils leaving school able to swim 25m+.</p> <p>(Already detailed above)</p>	<p>Extra swimming sessions booked for all year 5 and 6 pupils.</p>	<p>Maximum amount of £3000 to spend.</p> <p>TBC</p> <p>£176 per session</p> <p>6 sessions £1056</p> <p>£900</p> <p>£1956</p>	<p>Provide us with a larger percentage of pupils leaving school water confident and able to swim 25m+</p>	<p>If successful in improving swimming ability of pupils and PE budget maintained to provide additional sessions next year too.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% £4700
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:
Every child to play competitive sport in an external venue have access to a range of sporting facilities.	As part of the ECM trust our school has signed up alongside Barnsley college to be involved in a network of competitive school sport. Due to COVID this has been postponed for the time being.	TBC cost of hiring facilities and bus fares. Projected from last years costings - £3000 competitions £1700 bus fees.	Pupils from previous years have benefited from attending external sporting complexes exposing them to facilities they wouldn't normally experience.	To use any funding that rolls over to supply the pupils of the school to go to facilities next term/year.
				£10

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Robert Mynett
Date:	10.02.2021

Governor:	
Date:	