

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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"> • Provided opportunities for current year 5 and 6 children to have 'booster' swimming lessons if they were not able to swim 25m once they had completed their block of swimming. All of year 5 and 6 children had an additional lesson in the summer term that focused on safe self-rescue in different water-based situations. • Support was put in place for the three NQTs who started in September 2017. They received CPD around gymnastics and outdoor sports. • New P.E equipment was purchased to support the delivery of the curriculum. The equipment that we had was old and the number of balls etc. that we had had reduced over the previous three years. A stock take of the P.E equipment was completed in September 2017 and this informed the purchase of new equipment. • New initiatives were introduced to increase the activity levels of all children at Wallisdean Junior School – the lunch-team received training to encourage positive play that increases activity levels. 20 children were then trained up to become Play Leaders. These children now run an outdoor activity every lunch-time. • Permanent outdoor exercise equipment was installed and is now used by all of the children at different times throughout the school day. • A reaction wall was installed in the upper school quiet area but will be used by all children in the summer term. • The whole school took part in Everyone Active sessions at our local leisure center where they got experience some of the sports and activities they offer. • All the children took part in an Elite Commando session where the children were working on building their resilience and team skills in preparation for transition week. • The School have purchased a football Smooga to allow all children the opportunity to play football competitively and safely during their lunch times. • Development of new P.E subject leader. 	<ul style="list-style-type: none"> • Develop the 'outdoor adventurous activity' component of the curriculum. • Whole school yoga sessions to continue. • Work in partnership with the Infant school with a focus on developing opportunities for games across the two schools. • Further develop the outdoor space at school to promote higher levels of activity in the children across the school.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Total amount carried forward from 2019/2020 £...0..
+ Total amount for this academic year 2020/2021 £...0...
= Total to be spent by 31st July 2021 £...0...

<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 which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</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>Please see note above.</p>	53%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	98% took part in self rescue activities.
<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>	No. Carried forward to next year due to COVID restrictions.

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: £18240		Date Updated: 05.07.21	
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: 92%
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:
Continue to provide opportunities for the least active children to take part in a lunch-time sports club tailored to meet their interests. Focus on raising activity levels.	Continue to liaise with class teachers to identify the children who would benefit from the club. Reintroduce when COVID restrictions allow.	£800	Multi-skills register will show which children access this club		Organise for the sports coach to work alongside members of the lunch team as part of their CPD. This will be dependent on staffing levels.
Play Leaders to run games on the lower school playground to provide fun and active activities.	This is already up and running – continue to monitor.	No cost.	Feedback from the children who access these activities.		Current year 5 children to be responsible for training up their replacements in the autumn term. Children will be selected from the current year 4. Have discussions with the current year 5 to ensure that they are still happy to commit to running these activities next year. The Play Leaders will launch this new initiative to the lower school classes when COVID allows. The Play Leaders will work in teams of

				4 to plan and run an activity. Each team are timetabled to provide a structured lunch-time activity once a week meaning that an activity is on offer every lunch-time. Lower school class teachers made sure that all of the lower school children attended had a taster session. Lots of children have accessed these activities and it has been particularly useful for those children who struggle with unstructured times.
Pupil voice being heard to impact on future clubs and cultural capital.	Pupil conferencing Speak to CM Sports about clubs that are available for 2022. With the pupil conferencing ideas, CM Sports recommend a multi-skills club for our children. Discuss options in Summer 2.	None		
All year groups taking part in the Daily Mile.	Teachers to allow time for this to happen 2-3 times a week. CM Sports to use the Daily Mile as part of their PE lesson.	None	Seeing children take part in physical exercise.	Children to document the progress they are making. Children will make progress and get fitter.
CM Sports provide outdoor P.E sessions for all Year groups based on the key skills and topics. CM Sports provide indoor sessions for one Year 5 and one Year 4 class based on the key skills and topics.	Ensure timetable for sessions and individual behavioural needs.	Approx £16,045		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				37%
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:
Yoga sessions across the whole school to continue following the success of last year. The aim of this is to promote the use of the techniques taught in these sessions to be used in different context as part of whole school improvement – increase the children’s mental well-being.	This is already up and running.	£5000	Feedback from the children and staff. Evidence that children are using the breathing techniques etc. in other contexts.	Teachers to remind children of the techniques that they have practised.
Purchase a new sports kit.	Look at various kits to compare quality and price – consult with the school council/House Team captains to get their opinion on this as well.			
Monitor CM Sports Sessions	Visit a session for each year group to ensure key skills are being taught.	None	Curriculum pages in year group books show outcomes for the key skills focused on during each half term. Notes in journal on visit to Year 5 P.E.	
Purchase new mats	Health and safety – mats need replacing.	£1872.28		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff.</p> <p>PE lead to work alongside staff to develop the skills and knowledge needed to develop high quality lessons.</p>	<p>H.B to work with E.R when COVID allows</p> <p>Focus on Dance.</p>	None – free.	High quality dance lessons.	
Develop the 'Outdoor Adventurous' component of the curriculum.	<p>Investigate the training on offer from the Outdoor Learning Service.</p> <p>CM Sports to create planning with a focus on orienteering for summer term 2021.</p> <p>Observe orienteering in year 6.</p>		<p>Knowledge and resources.</p> <p>As CM Sports as now running orienteering, this will be reviewed when needed.</p>	Discuss with admin team training opportunities.
Developing the appropriate skills within taught units of PE.	Ask all teachers to add P.E to their key skills and plan an intended outcome.	None	Key Skills documents and curriculum page in book will show the new applied skills the children have learnt.	Check Key Skills documents and curriculum books for evidence. 21.05.21 – beginning to see evidence for all year groups in curriculum books. Year 4 showing best practise. Other years groups to ensure key skills are on the curriculum pages.
Lesson observation	<p>Check the structure of PE lessons meet school expectations.</p> <ul style="list-style-type: none"> - Children aware of outcome - Children aware of key skills required to meet outcome - Teacher demonstrations - Thought out grouping - Use of resources - Behaviour management - Use of other adults 	None	After two observations (CM Sports and Year 4), it is evident that children are aware of key skills and grouping has been thought out.	Check Year 5 and Year 6 class teacher PE sessions for continuity and progression throughout the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				0%
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:
Continue to offer a range of after school clubs (Karate, football, dance, archery and fencing).	This will be up and running when COVID restrictions allow.	Dance and Karate are provided by outside clubs and paid for through their website.	Social skills. Improving children's cultural capital.	Get the school council involved in organising a survey for which clubs the children would be interested in. Continue the after school clubs next year.
Provide opportunities for children to have 'tasters' of different sports – popular sports can then be offered as after school clubs across the year.	Arrange a Karate taster session for the new year. Darren (Sama Karate Club) is happy to come in on a Monday to offer half hour taster sessions for all classes.	No cost		Build on the enthusiasm generated from these taster sessions to engage children in sports. Continue to investigate a range of sports that the children could try. Perhaps build in 'Wow-factor days' – a different sport for each year group. Network with local clubs to enable this to happen.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
Olympic themed sports day – Summer 2021	Arrange a date with CM Sports. 09.07.21 - Junior Sports Day	£600		

Signed off by	
Head Teacher:	
Date:	07-07-21
Subject Leader:	K Bowser
Date:	07.07.21
Governor:	
Date:	Ratified by FGS 14/7/21