

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,820 (plan comes to £17,550)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,800

Swimming Data

Please report on your Swimming Data below.

<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 then 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>Summer 2021: Reception to Y4 went swimming (expansion of 1 more year group from previous provision) and had swimming and water safety in class bubbles (increased cost of taking 3 bubbles rather than 1 set). Please note that the oldest classes can normally access as necessary but previous cohort assessments would show need is in younger year groups (see below). An assembly focussed on water safety and assessments of skills are within each swimming phase. In the future we would like to do more bespoke assessment on this and a full lesson just focussed on it (as well as threaded through their lessons)</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 2020. Please see note above</p>	<p>2020: 100% at 25m</p> <p>2021 estimate based on previous swimming achievement: 100%</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>Please see note above</p>	<p>2020 projection: 100%</p> <p>2021 based on previous swimming achievement: 93%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>2020 projection: 100%</p> <p>2021 based on previous swimming achievement: 100%</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/No 4 Bubbles attended. Smaller groups taught.</p>

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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: £16,820		Date Updated: July 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: £1500 = 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> - Pupils participate in at least 15 mins active playtimes to support 30 active minutes - All pupils have access to more organised activities at lunchtime. The take up is good and pupil voice indicates enjoyment - Pupils show leadership in organising and officiating these opportunities (25% of Y3 – 6) 	<ul style="list-style-type: none"> - Facilitate team practice 12- 12.30 for different sports. - Facilitate zoned areas on the playground for activities with older pupils acting as leaders (jumping jaxx training) 	<ul style="list-style-type: none"> - TA support ½ an hour a day - £600 - Proportion of £4500 - £900 	<ul style="list-style-type: none"> - Although Jumping Jaxx training occurred in the Autumn term the playground zones and team practice didn't occur due to Covid bubbles and staffing needs to run those bubbles. Investment on equipment for each of the bubbles to keep active (individual balls, ankle skips, skipping ropes, scoops, stilts) was prioritised and kept children busy in bubbles 		
<ul style="list-style-type: none"> - All pupils participate in 15 mins daily mile 	<ul style="list-style-type: none"> - Classes run daily mile or 15min fitness drills. 		<ul style="list-style-type: none"> - No cost 		
<ul style="list-style-type: none"> - Pupils are targeted with activities to involve and encourage the least active. 	<ul style="list-style-type: none"> - Audit school council, classes and target children for ideas. 		<ul style="list-style-type: none"> - Costs in above 		
					Target needs re-rolling out for 2021-22
					Consider mile run line by estates team
					Roll forward to 2021-2022

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £2500 15%
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?:
<ul style="list-style-type: none"> - Everyone values their own and others enjoyment of sport, physical education and physical activity - Lessons are active and consider engagement through varied activities that involvement movement or use of different areas - Pupils engage in active playtimes – see above 	<ul style="list-style-type: none"> - Develop a sports board and regular information in the school news to celebrate and share - Continue to establish a physical activity policy that reflects the breadth of opportunity - Regular programme of sport and competition through the Lacon Child Partnership. - Continue to promote and remind about active lessons and playtimes 	Leadership time below Proportion of £4500 - £900	There is a strong ethos of support and celebration of ourselves and others. Sports board in place and regularly updated. Children value seeing sports and physical exercise photos as well as regular sports achievers of the week (which celebrates skills to sports values) Sport policy was updated. 98% (100% of parents) of pupils agreed in 2021 survey that 'they take regular exercise to keep fit and do a variety of PE activities'.	Continue into 2021-22
<ul style="list-style-type: none"> - Sport, physical education and physical activity experiences are used across the curriculum 	<ul style="list-style-type: none"> - To consolidate our vision with the whole school community and use our sporting experiences across the curriculum e.g English report writing; maths statistics; science etc 	No cost	Not been evaluated this year	Relaunch in 2021-22
<ul style="list-style-type: none"> - Our small school has a 'staff lead and champion' just for sport - Leadership capacity is developed 	<ul style="list-style-type: none"> - Continue to develop leadership (TA) to co-ordinate provision and developments 	£1600 Overtime	During lockdowns the PE lead sent parents and staff information to help them keep physically active. The PE lead is a bespoke role in the school which supports the profile and contributes to work life balance of other staff who co-ordinate at least two subjects each.	Continue to develop and support as definitely helps sustain profile and quality of provision.
<ul style="list-style-type: none"> - Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes) 	<ul style="list-style-type: none"> - See key indicator one 			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £4150 25%
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:
Nursery access more formal physical development sessions and core movement skills are targeted	KM advises and delivers physical development sessions. This supports staff professional development to lead sessions themselves.	Teacher across EYFS £2250 (as plan exceeds funding this is where school part funds)	87% of pupils were at ARE in Moving and Handling and average cohort progress was high in this area.	Continue to roll forward as some Covid disruption and low Nursery numbers.
Provision in weaker areas is scaffolded as staff are supported with quality resources e.g. dance, gym,	Collate and signpost to support resources	Aim for no cost initially	PE lead downloaded and signposted to many resources but these were not fully trialled due to Covid changes	Roll forward to 2021-22
Pupils know more and are able to do more as a result of specific, high – quality provision An increasing percent of pupils achieve skills on the assessment sheets.	<ul style="list-style-type: none"> - Scaffold consistency of teaching and learning with quality assessment resources - - Use trust PE skills tracking grids consistently across personnel - Partnership delivering lessons alongside teachers through the year - Staff to access swimming training - Staff to access gymnastic and dance training - Staff to access educational visit training/walk leader 	<p>Leadership cost above.</p> <p>Proportion of £4500 - £900</p> <p>£1000 PE CPD</p>	<p>Leadership proactively communicates learning skills. Lessons have become more focussed on particular development and application of skills. This has been particularly useful in highlighting and targeting areas negatively impacted by Covid</p> <p>Feedback with visiting coaches is strong</p> <p>It is our first year of being more methodical with assessment and it has been hampered by Covid however we now have a baseline to compare against and a tool to accurately identify areas of weakness</p> <p>Training delayed due to Covid but some booked.</p>	Continue to roll forward to consolidate and progress in 2021 and 2022

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £5200 31%
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:
<ul style="list-style-type: none"> - A wider range of sporting activities are available and pupils take these up. - There is a programme of activity before and after school daily which is popular with the children. - At least 60% participate in extra-curricular every week (Y3 – 6 but also aim for the whole school) - Celebrate and value what children do outside school activities so this is valued, promoted and shared. - 85% of pupils participate in extra-curricular sport every week (in or outside of school) 	<p>Lacon Partnership Out of school hours learning</p> <p>Partnership with wider providers and key clubs e.g. Bridgnorth Tennis; Kiddy Harriers Football; Worcs Warriors Rugby; Dance?; Gymnastics?</p> <p>Transport of pupils to other venues supports the range of experiences and quality of provision (e.g. gymnastics)</p> <p>Now accommodation is expanded, broaden the out of school activities and more regularly make these open to pupils who attend wrap around (e.g. fun fit club/wake and shake/fruity fitness; yoga; dance; gym)</p> <p>Signpost to a range of community providers – website – school news – visiting coaches – celebrate pupil attendance</p>	<p>Proportion of £4500 - £900</p> <p>££200 for a half term programme – consider 1 each half term = £1200</p> <p>Upper KS2 1 half term set of lessons = £600</p> <p>Funded by parent contributions + £1000 top up t keep costs accessible and inclusive of wrap around. Funding attendance to some activities in order to boost initial uptake</p>	<p>94% of pupils thought there was ‘a good range of opportunities after school’</p> <p>A range of sports activities were building in the Autumn term 2020 (Multi Sport; Fitness and training; Table top sports) but this was restricted with attendance was within bubbles. This was significantly increased in the Summer Term and attendance was high – see tracking sheets (Outdoor and adventurous activity club – one for Y3/Y4 and one for Y5/6 with Top Adventure; Rounders – Steve Adams; Gardening Club -Yr1/2 first half / R/Yr1/Yr2 second half; Football Club – Tracey Wood Y1/Y2; Pony Club – Country Treks Yr 1/2/3/4; Kidderminster Harriers Football club (free – grant funded) – one for Yr3/4 & one for Yr5/6; Multi Sport – Steve Adams Y3/4; Ball Sports – Tracey Wood Yr1/2 Paddle boarding at Top Adventures for Yr5/6)</p> <p>Curriculum provision benefitted from visiting coaches and festivals – see termly headteacher reports for tracking</p> <p>Pupils were really enthused by provision from visiting professionals, and this had real impact on sport take up for out of school clubs. Children’s skill development began to catch up and the game strategy element (area identified as needing targeting following Covid) began to recover. The sports partnership continued to run where appropriate but the programme often had to be scaled back due to Covid – this was missed by pupils</p>	<p>Project plan forward for another year and not fully achieved in 2020-2021</p> <p>Lacon Minibuses make transport arrangements for cost effective</p> <p>Sustaining wider programmes in the winter has had a competing agenda of sustaining the wrap around care. This, through Covid and through numbers, has needed more space and so currently uses the hall. The school will continue to consider how this can be creatively combined.</p> <p>Consider continuing with swimming in classes and also include</p>

	Expand swimming instruction to YR- Y4 and target Y5/6, not meeting the standard, as appropriate	£1500 - costs of taking more groups and teaching smaller groups £500 per class (staffing, more pool time, transport, instructors)	Evaluating statistics when we have had considerable covid disruption has been postponed. The school prioritised swimming provision for 3 bubbles (which was challenging but rewarding). Most children had not had swimming experience for over a year and many had never been. Much initial work on water safety, water confidence and enjoyment led to pupils making good progress back towards expected achievement (see tracking sheets)	Y5/6 as Y6 have had little opportunity
- EYFS benefit from PE and outdoor programmes that target key skills and experiences	Reception access learn outdoors/forest school sessions for a half term	Parent funded with voluntary contributions	We have struggled to facilitate this but have now booked our own staff forest schools training in Autumn 2021 with a local site in walking distance of the school.	Role forward for 2021-22
- All children access OAA opportunities through Live the adventure. Pupils enjoy being outdoors and understand how this relates to mental and physical health.	All classes access Live the Adventure OAA	Funded by voluntary contributions and FOSPS	This was a real success of the summer term and was really appreciated by parents and pupils. Top adventures also ran a series of after school clubs that were well attended.	Role forward to 2021 with more regular after school clubs and paddle boarding.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£4200 25%
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:
All pupils access a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition. This supports enjoyment and develops skill.	<ul style="list-style-type: none"> - Pupils participate in a comprehensive programme of sport and events - Increase the intra school sport activities each term e.g. class or house competitions - Increase idea of competition against self with personal best records e.g. in Athletics - Track achievements on assessment grids 	Proportion of £4500 - £900 £3300 Transportation to the competitive programme. KS2 c. 2 x per half term- £2400 KS1 c 1 x per half term - £600 Reception c 1 per term - £300	Some Level 2 provision was accessed but Level 3 was limited through Covid. Where possible we maintained our house competitions in classes and over the school when restrictions allowed. Competition against self really increased – benefit of Covid. 87% thought they ‘got opportunities to go to festivals and play sports with other schools’. This shows that we managed to keeps lots going but there was a dip which needs tackling in 21-22	Relaunch in 2021-22 and consider impact of reduction in local access to level 3 competition.

Signed off by	
Head Teacher:	Katie Jones
Date:	September 2021
Subject Leader:	Tracey Wood
Date:	September 2021
Governor:	Sarah Price
Date:	September 2021