

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](#) 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>Part of the sports schools family for Tuxford and Bassetlaw – sporting competitions including dance, football, netball and gymnastics.</p> <p>Took part in Nottinghamshire Schools Lockdown Games – virtual games competition.</p> <p>4 members of staff trained as swimming instructors.</p> <p>Introduced children to new sports such as Majorettes (continued during lockdown with videos posted on Class Dojo for children to practise skills and routines) and Martial Arts</p> | <p>To enhance the provision for gymnastics both indoor and outdoor.</p> <p>To provide opportunities for children to develop gross motor skills and core stability.</p> <p>Introduce new sports such as Lacrosse.</p> <p>Continue to embed new PE curriculum (as this is was cut short due to lockdown) and improve staff confidence in teaching key skills. Year 1 to 6 including key knowledge assessment (paper) and key skill assessments (physical).</p> |

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

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: £12, 092 | Date Updated: | March 2021 | |
|---|---|--|---|---|---|
| The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | Total Carry Over Funding: £ 12,092 |
| Intent | Implementation | | Impact | | |
| <ul style="list-style-type: none"> • Opportunities for physical activity to be developed at all unstructured times of the school day. • For all children to be encouraged to participate in a range of physical activities. | Provide outdoor equipment to encourage physical activity during unstructured times. | | Outdoor gym equipment £10, 000 Ball catcher £1, 200 General equipment £300 MDS training £500 | 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?: Children are using the outdoor gym equipment, following the correct techniques, and so exercising different body parts, during play time and lunch times. | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: Staff to continue to monitor and assess equipment usage to promote engagement as well as encouraging correct techniques to ensure the equipment is used effectively. Play makers to be introduced at break and lunch times once the bubbles can be mixed. This will promote varied activity and exercise during unstructured times through the day. |

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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> | Not swimming due to current restrictions in place. |
| <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> | 67% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 67% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 67% |
| <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> | Yes/No |

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: £18,700 | Date Updated: May 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: 43% |
| 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"> • Opportunities for physical activity at unstructured times. • All children to be encouraged to participate in a range of physical activities • Children develop the gross motor skills and core strength at an early age to enable them to take part in PE activities • Activities to be developed so that children can consolidate skills and allow them to follow sporting interests. • Children receive 2 hours PE weekly to ensure the recommended active time • Teachers use movement within other areas of the curriculum. E.g Daily mile | <ul style="list-style-type: none"> • PE Lead to co-ordinate with Retford Oaks PE staff re clubs. • After school and lunchtime clubs (not running at the moment due to COVID-19) • Virtual clubs • School to develop a wide range of free-choice sporting activities at lunchtime • School target groups of children, e.g; Pupil Premium, Less Active, SEN, etc. and aim some lunchtime clubs at them. • Re-introduce the daily mile • Improve access to equipment to get children 'PE' ready | £7982 | <p>Clubs have not ran due to Covid but PE has been delivered by Mr Payne across KS2. Allowing for CPD for KS2 staff.</p> <p>Sport ambassadors to be incorporated into playtime and lunch time for unstructured play once restrictions allow.</p> <p>Year 4/5 are incorporating the daily mile.</p> <p>Outdoor morning yoga sessions once a week for KS1.</p> | <p>Continue with Retford Oaks links for PE</p> <p>Clubs to commence in September following the lifting of the restrictions.</p> <p>Continue with the daily mile.</p> <p>Continue with Friday morning yoga.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|--------------------|--|--|
| | | | | 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"> Employ PE specialists to support the development of the new PE curriculum, assessment and tracking to improve the teaching of P.E. | <ul style="list-style-type: none"> CPD opportunities from specialist teaching Equipment purchase to ensure effective delivery of the P.E. curriculum | £5859 | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|---|
| | | | | 8% |
| 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"> Increasing opportunities for CPD for all teaching staff to widen the range of sporting opportunities they can offer to pupils. Retford Oaks staff PE delivery. School staff to shadow which will ensure good / better PE lessons for the children Developing the existing skill sets of teaching staff further, so that they can offer increased expertise to the children School staff shadow ROA PE experts and teach follow up lessons to ensure good or better teaching of PE | <ul style="list-style-type: none"> Staff have the opportunity to observe PE specialists working with KS2 children on a weekly basis. KS1 staff sharing good practice Network with other PE leads (CDG, PE leaders meetings) Ensure all staff are confident teaching the new scheme of work | £1500 | <p>KS2 staff have the specialist help of Retford Oaks PE staff to allow for CPD opportunity and to allow the children to experience a wide range of sporting activities.</p> <p>PE lead has attended meetings with CDG leaders to discuss opportunities for development. We have arranged a date for Bassetlaw games to come into school and work with KS2 on multi sports.</p> | <p>KS2 staff to undertake CDP in any areas they require further development for delivering PE.</p> <p>Continue to liaise with CPD and to promote sporting activities.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|--|---|--------------------|--|---|
| | | | | 12% |
| 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"> Increasing opportunities for children to trial new and different sports through new PE curriculum and to encourage increased participation Increasing opportunities for pupils to be taught by outside professionals, encourage increased participation by pupils Increasing children's knowledge of a range of sports through virtual visits to different sporting venues. Specialist provision for inactive kids – getting every child involved | <ul style="list-style-type: none"> Arrange virtual school trips to local sporting venues such as gyms, football grounds, athletics stadiums, etc. Virtual Sports Ambassadors – training and activity delivery New scheme of work – introduces new sports (provide equipment) | £2259 | <p>New sports including lacrosse to be introduced with the purchase of new kit.</p> <p>KS1 to have a 7 week delivery from Kixx to cover athletics. This will provide staff CPD opportunities in KS1.</p> | <p>Specialist sports teachers from Retford Oaks to introduce new sports with the equipment for KS2</p> <p>Continue to work with Bassetlaw games for specialist provision for inactive kids.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|---|
| | | | | 6% |
| 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: |
| <p>Develop opportunities to engage in competitive sport at a range of levels.</p> <ul style="list-style-type: none"> Competitive intra-school games opportunities every half-term planned into PE long-term plans. | <ul style="list-style-type: none"> School Sports Day includes all pupils. Cluster schools Virtual Competitions for A,B and C teams New scheme of work to provide opportunities for personal challenge Virtual House competitions Class sports competitions Introduce different virtual sports/fitness for after school clubs Be part of the Bassetlaw sports package Take part in School Games events | £1100 | <p>Competitive sports has been majorly restricted due to Covid and current restrictions.</p> <p>Bassetlaw games have provided some virtual inter-school competitions to get children active including Route 66.</p> | <p>Competitive sports to be introduced again once the restrictions are lifted and inter-school competitions can take place.</p> <p>Continue to liaise with Bassetlaw games.</p> <p>Sports day to be arranged.</p> |

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| Signed off by | |
| Head Teacher: | Mrs J Witham |
| Date: | |
| Subject Leader: | Mrs C Wragg |

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| Date: | |
| Governor: | |
| Date: | |