

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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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>*It has been noted that PE still ran regularly on the timetable (inc comps) with the absence of Sports coach (Nov-April phased return) *</p> <ul style="list-style-type: none"> -Attended some competitions before covid restrictions such as football & cheerleading. -Apprentice completed course (3rd at Willow). -A 4th apprentice was appointed for new academic year. -PE lessons still went ahead during covid restrictions with a focus on wellbeing and overall fitness and health. -Virtual sports week took place during the lockdown in Summer 2020 -BIO club continued to happen with external partners. -Launch of the Daily Mile. 	<ul style="list-style-type: none"> -Develop PE at home programme to continue to improve overall health and fitness in response to the pandemic. This will include: -Greater emphasis on resilience & physical activity. -Develop the use of the Your PE tracking tools with teachers. -Develop inter & intra school competitions with external partners including the MAT, Active Fusion. . -Implement the School Games accreditation when it re-starts to maintain the school's Gold status. -Promote activities that can still take place around restrictions (e.g. cycling). Promote lifestyle changes that increase physical activity e.g walking to school.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?
 YES/**NO** * £500 overspend during 2019/2020, money from this year's budget adjusted accordingly.

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.	Both Yr5 classes attending lesson from Sept 2020 at Armthorpe leisure centre. Lockdown from Nov 2020 paused swimming lessons.
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.	19%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	19%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19%
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

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		Date Updated:20/07/21		
<p>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</p>				
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 PE at home through remote learning.</p> <p>Continue to encourage pupils to participate in at least 30 minutes of physical activity each day during the various lockdowns and school closures and isolation periods.</p>	<p>Use Microsoft teams & stream. Share content with pupils (daily fitness challenges, recipe of the week & pre-recorded PE lessons adapted to the home environment.</p> <p>Daily mile</p> <p>Share content with staff from external partners such as Club Doncaster foundation & Active fusion (see links to planning document).</p> <p>BIO club delivered during the school day, 1 session per week (Ks1&Ks2).</p> <p>Invest in a different PE scheme that incorporates live assessment, that is accessible for all staff (YourPE).</p>	<p>£4,000 (package that covers other KPI's)</p> <p>£550</p>	<p>Pupils have been given opportunities to be physically active whilst in lockdown.</p> <p>Daily mile shows pupils that physical activity can be adapted, but does not always have to be a competition.</p> <p>The new scheme has created better quality coaching.</p>	<p>Further investigation into the development of PE at home.</p> <p>More emphasis on tracking groups progress with the daily mile.</p> <p>More funding allocated to break time equipment to promote active play.</p> <p>refocus BIO club as an internally planned strategy rather than an external strategy. Investigate how BIO club can make a greater impact across school, using the Sports apprentice.</p> <p>The impact of the new PE</p>

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	<p>Apprentice working in lessons & at lunchtime Roles are as follows: Assist with breakfast club & after school clubs (inc. organising weekly quiz). Work with the midday supervisors, particularly with Fs2 team. Assist with the planning & delivery of PE during PPA. Work with students in BIO club. Collect evidence of PE @ Willow</p>			<p>scheme overall was really positive because PE delivery is more consistent. However, more development on individual pupil's learning journey is required and a focus on how it can be used to track and identify the most talented pupils.</p> <p>The Sports Apprentice will continue to Level 3.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To promote regular activity in PE and Sport not just in school but at home and in the community.</p> <p>To investigate a model for active holiday provision.</p>	<p>Wellbeing week Healthy living week BIO club/wellbeing workshops with external partners New sports equipment was purchased following Your PE recording content in school Apprentice</p> <p>Active leaders training with Scotties Heroes & Club Doncaster.</p>	<p>£1,300</p>	<p>Active leaders' role has adapted with covid guidance, but has still gone ahead; pupils have still been able to experience the importance of leadership and promote positive play with their peers.</p> <p>Wellbeing week & sports week created opportunities to learn about a holistic approach to physical activity.</p>	<p>Continue to build relationships with governor to raise the profile of sports & PE.</p> <p>Sign up to more inter-school competitions.</p> <p>Review BIO club.</p>

what they need to learn and to consolidate through practice:			changed?:	
<p>Despite the covid restrictions, the school has focused significantly on physical activity and sports to support wellbeing.</p> <p>Additional achievements:</p>	<p>Daily Mile (Santa dash) 18/12/20</p> <p>Yoginis with Active fusion for Yr3</p> <p>Race4life – raised nearly £600 for Cancer Research</p> <p>Ks1 hockey taster sessions with Doncaster Hockey Club</p> <p>External agencies working with Willow for extended schools: Creative (street dance), Scotties heroes, Club Doncaster Foundation, Doncaster Knights (cheerleading), KA (yoga/wellbeing).</p> <p>Our school adjusted extended school's opportunities to fit with covid guidance, some of the budget used to subsidise some afterschool clubs to increase the availability for the children who could access the clubs.</p> <p>UKS2 army bootcamp/obstacle course special event.</p> <p>Holiday camps with Active Fusion & Club Doncaster Foundation.</p>	<p>See indicator 1</p> <p>£2,290</p>	<p>Pupils have experienced quality coaching in sports they may not have otherwise participated in.</p> <p>Pupils have learnt about the importance of health & wellbeing, taking a holistic approach to staying healthy.</p>	<p>Further develop the afterschool clubs that focus on health & wellbeing.</p> <p>Organise another Race4life.</p> <p>Work with subject champions and leaders to link the curriculum enhancements to sports and fitness.</p>

Key indicator 5: Increased participation in competitive sport			
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?:
Increase pupils' physical fitness, resilience & competition. The covid restrictions have significantly reduced the availability of external competitions however the school has focused on intra-school competitions within the current guidance and restrictions.	Your PE (this curriculum encourages greater competition and includes mini-competitions within lessons and over a sequence of learning) Daily mile, the big pedal, walking to school week, 10-day challenges. Ks2 intra-school tennis, athletics & cricket competitions took place.	£30	Pupils have experienced more competitions within school, competing against their peers. Sustainability and suggested next steps: More opportunities for all pupils to participate in inter-school competitions will be sought following the changes to covid restrictions in Autumn Term. Participate in the Living Streets Walk to School programme, led by Sports Teacher www.livingstreets.org.uk

Signed off by	
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