

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:

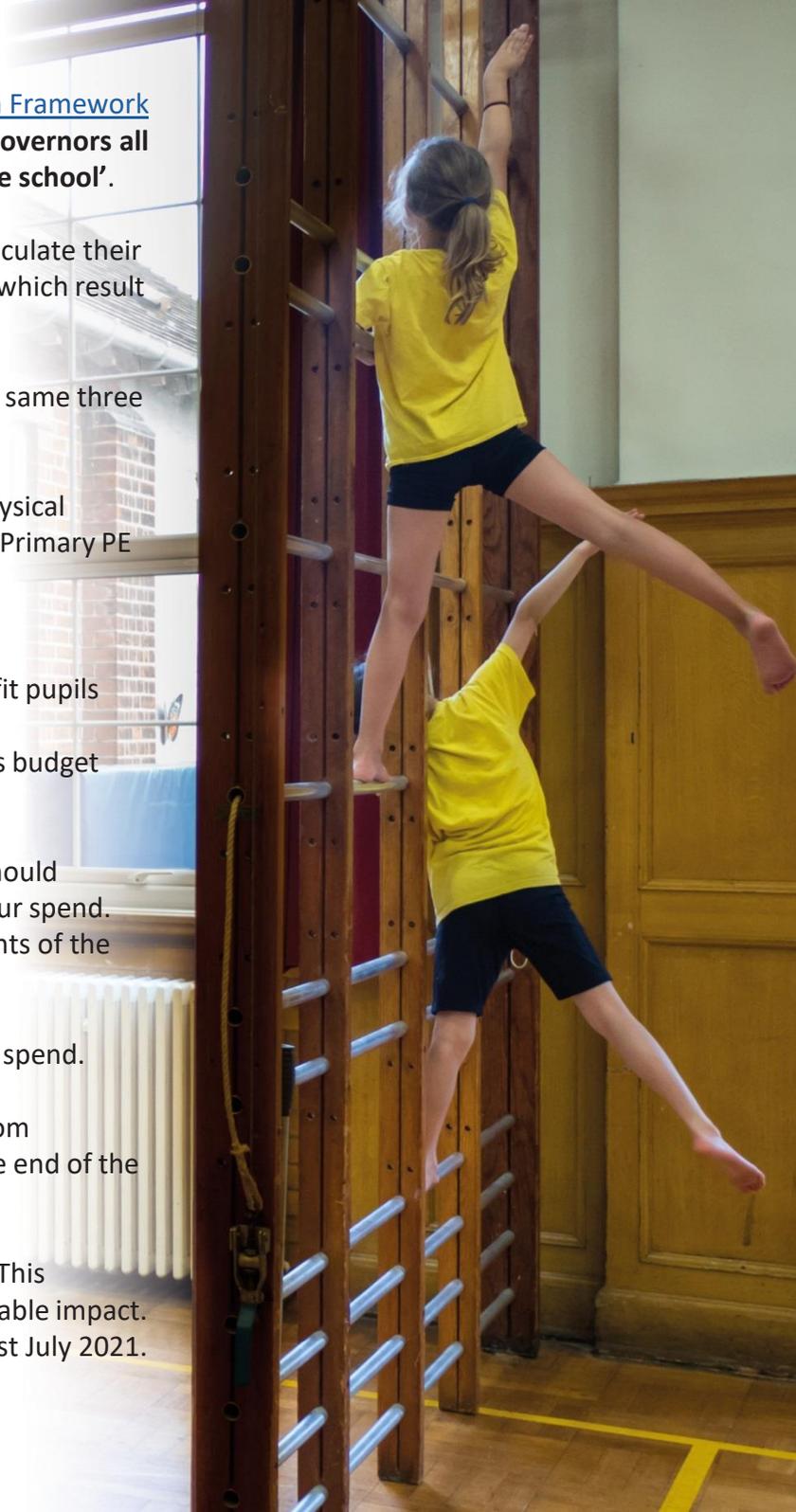
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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: |
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| <ul style="list-style-type: none"> • Monthly awards distributed through Covid. • Virtual and intra school competitions were developed and expanded. • All pupils experienced some form of school sport competition during the year. • With the support of REAL LEGACY and Northamptonshire Sport, the federation was able to provide online support materials to promote physical activity following national school closures. • Partnership with Northampton Saints Rugby to provide all pupils with virtual Sport and Wellbeing lessons. • Introducing the daily mile to all pupils. • Developing a whole school approach to pupil participation in whole school swimming, additional sport clubs for after school to target children not involved in as much physical activity and whole school participation in Forest School activities. • Accurate tracking system in place. | <ul style="list-style-type: none"> • Continue to review and maintain accurate tracking and that school staff are skilled to deliver and plan extra curricula activities. • Ensure assessment/tracking information is carefully monitored to help inform any future plans. • Investigate and implement intra school sport tournaments. • Ensure termly reviews are made and observe lessons to identify training needs. |

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

YES

| | |
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| Total amount carried forward from 2019/2020 | £1997 |
| + Total amount for this academic year 2020/2021 | £66,220 |
| = Total to be spent by 31st July 2021 | £68,217 |

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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 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> | % |
| <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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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> | 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: £ | Date Updated: | | |
|--|---|--------------------|---|--|
| 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: | |
| | | | % | |
| 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: |
| School to target pupils who do not engage in physical activity and to encourage and promote further engagement for all pupils. | <p>Continue to implement school participation tracker and REAL PE assessment wheels to inform leaders of intended plan to support those less active.</p> <p>Provide and evidence links to clubs, to engage those who are active and to promote further lifestyle changes. Use activity Heat Map to implement walk to school initiatives, Bikeability and physical activity to and from school.</p> <p>Participation in increased number of sports competitions, including 'inclusive' competitions and general intra/inter competitions. Continue to deliver training clubs students participating in competitive events. Establish lunch time clubs targeted</p> | £31,517 | <p>Greater participation of pupils. More effective monitoring of pupils.</p> <p>Heat maps completed. Actions such as Bikeability, active mile, virtual games used to support pupils and staff. Less active children's fitness improved with the introduction of the active mile and virtual PE lessons.</p> <p>Sports Crew leaders encourage all children especially the less active children to participate in activities.</p> | <p>To ensure that REAL PE/LEGACY is continued to support staff and pupils.</p> <p>Ensure that links with clubs are reformed and retained following disruption during the pandemic. Ensuring pupils are confident enough to follow this pathway.</p> <p>Ensure tracking/assessment information is carefully monitored to ensure its reliability and accuracy to help inform any future plans.</p> |

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| | <p>towards the less-active/lower confidence children (Sports Crew).</p> <p>Every child to complete the Daily Mile each day at school.</p> <p>Ensure school areas i.e. play grounds/fields etc are developed to continue active provision.</p> <p>Offer whole school swimming throughout the school year, not just to years 5/6.</p> | | <p>Children keen to take part daily. Fitness levels have improved.</p> <p>Greater participation and enjoyment in fitness activities.</p> <p>Greater confidence in swimming across all ages. Entry into school swimming galas.</p> | <p>Plan and implement a whole school calendar of swimming for every child.</p> |
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
%

| 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: |
| The profile of sport is raised in the federation by encouraging all children to engage a range of events, with staff who have high expectations and can identify the needs of the individual. | <p>Promotion through monthly rewards for achievements and participation.</p> <p>Use of internal social media to celebrate successes and participation levels.</p> <p>Use REAL PE/LEGACY support to team teach/monitor/support individual teachers.</p> <p>Sports participation tracker and REAL PE assessment wheels to identify needs of those who do not</p> | £3,200 | <p>Class teachers actively promoted participation during COVID.</p> <p>Teachers were confident to deliver online virtual PE sessions during school closures. Parents positive comments on Class Dojo.</p> <p>School sports assessment tracker helped teachers target support for</p> | <p>Continue to see advice and support from Daventry and south Northants SSCO.</p> <p>Monitor trackers across the federation with the aim to demonstrate increased priority leading to increased profile of PE ad sport.</p> <p>Observe lessons during 2021-</p> |

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| | participate or lack confidence. | | identified pupils. Those less engaged have been given opportunities by using Northamptonshire Sport Virtual Games activities and cards. Leadership opportunities provided for less engaged. | 22, across all schools and provide targets and training for all staff. Noticeboards using a consistent format. Share achievements using Class Dojo. Monitor and maintain levels of staff training. |
|--|---------------------------------|--|---|--|

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
%

| 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 staff are confident in their skills and ability to teach PE across all areas, including more informed knowledge related to PE and school sport to help inform strategic decisions. | Use REAL PE/LEGACY support to team teach/monitor/support individual teachers. Specific targets devised for specific teachers. Ensure virtual training is available. Ensure staff needs are met, by completing survey, and then addressing gaps. | £13,000 | REAL PE training has been limited due to the pandemic. Previous training of all staff showed an impact on all pupils as staff skilled in delivering PE & Sport. | Ensure REAL PE is funded and staff are supported. Targeted training provided for needs of staff. Retrain new staff and identify areas of support. Review needs of staff, by identifying needs of pupils through our use of sports trackers. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|--------------------|---|---|
| | | | | % |
| 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 children to experience a broader range of physical activities (including a variety of competitive sports) during the school day and beyond. | <p>Participation in increased number of sports competitions, including 'inclusive' competitions and general intra/inter competitions.</p> <p>Continue to deliver training clubs. Pupils participating in competitive events.</p> <p>Establish lunchtime clubs targeted towards less active/lower confidence children (Sports Leaders).</p> <p>Expand on Forest school activities.</p> | £18,000 | <p>Virtual school sports has been successfully implemented.</p> <p>Sports tracker information has been effectively implemented across the federation.</p> <p>Sports Leaders actively help less confident children.</p> <p>Children enjoying activities outside.</p> | <p>Using previous participation tracker information, each school to identify the needs of the pupils and how best to target and promote different sports. To sustain this, each school will designate a lead to enter events and competitions, based on the aims and objectives of the school.</p> <p>Monitor/evaluate participation and plan a programme effectively, including staff training and support of coaches.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | % |
| 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: |
| An increasing number of children continue to have a wider experience in participating in competitive sports events in the local cluster/district/county. | Schools to full embrace the ethos. Plan a programme, based on views and needs of the pupils identified in the tracker. Evidence this in the tracker . Ensure schools enter fixtures/events and fund accordingly. | £2,500 | Virtual competitions were developed and expanded. Evidenced in tracker. Children embraced and enjoyed competing in virtual competitions. | Ensure termly reviews are held, to ensure participation is being maintained. Identify issues and plans should this be the case. Ensure how the challenge of developing opportunities for all can be managed within a framework of competitiveness. |

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| Signed off by | |
| Head Teacher: | Eliza Hollis |
| Date: | 13/07/2021 |
| Subject Leader: | Neil Willsher |
| Date: | 30/06/2021 |
| Governor: | Daniel Lister |
| Date: | 13/07/2021 |