

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>To engage all pupils in regular physical activity – aim is to for all children to engage in 30minutes of activity every day in school.</p> <ul style="list-style-type: none"> - Very popular after-school PE clubs - Active playtimes with children encouraged to participate in a range of different energetic sporting activities. - 2 hours of explicit outstanding PE lessons taught each week <p>Profile of sport is raised; PE is highly valued</p> <ul style="list-style-type: none"> - Pupil voice highlights the popularity of PE/sport across the school - High attendance in all lessons demonstrates pupils’ willingness to partake in lessons - PE club remains the most popular choice of extra-curricular activity - External coaches offer a range of different sporting clubs. <p>Staff confidence</p> <ul style="list-style-type: none"> - Staff remain eager and confidence to deliver outstanding PE lessons. - PE coordinator and specialist LSA provide inhouse support to maintain levels of expertise and confidence. <p>Broad and rich PE curriculum</p> <ul style="list-style-type: none"> - A range of sports are offered to all children across the school including: Athletics, dance, orienteering, swimming, fitness classes, football, rugby, netball, cricket, rounders, cross-country. - An annual sports week introduces children to new sports every year. <p>Increased participation</p> <ul style="list-style-type: none"> - The school works closely with local clubs to encourage greater 	<p>In light of Covid:</p> <ul style="list-style-type: none"> - After school clubs suspended. We are waiting for restrictions to be eased. - Active playtimes are on hold due to children remaining in their ‘bubbles’ - No external coaches allowed on site due to restrictions, e.g. Taekwondo and dance clubs postponed until further notice. - PE curriculum has been adjusted to restrict close contact where possible, e.g. no tag rugby. - All competitive sports have been placed on hold until the restrictions are eased, e.g. no inter-schools tournaments or island-wide opportunities at this time. <p>*Specialist PE is being delivered by the PE coordinator and LSA PE specialist.</p> <p>This is providing additional support to class teachers and support staff (in-house CPD)</p>

participation across the local community including the local Cypriot football leagues, cricket coaching and developing rugby links.	
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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.	Yes. In KS1 and KS2 Specialist swimming coaches take all the swimming lesson FS2 – Y1. Swimming in Autumn term and summer term – 6 weeks each.
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.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94.5%
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 We run a swimming after school club which is organised by the PE coordinator and help from a swim coach – PE specialist LSA

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: 100%
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:
Regular lessons timetabled each week for every year group	2x1 hour lessons taught by specialist staff:	£17,850 (PE LSA salary)	Progress across the curriculum has improved. Pupils are receiving outstanding lessons every day by trained, confident practitioners.	Positive playtimes to encourage more participation and opportunities for regular physical activity.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 100%
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:
PE remain a very popular area of the curriculum	Variety of sports, inclusive practices and specialist coaching means that children get a very good deal in PE.	£17,850 (PE LSA salary)	Progress and attainment is excellent (data).	Finding opportunities to develop the more able children in PE – greater depth.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				100%
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:
Upskilling all staff as they work alongside specialist PE practitioners every week, including teachers and LSAs	Regular co-teaching of PE lessons alongside specialist PE coaches.	£17,850 (PE LSA salary)	Attainment of pupils in PE has increased with school targets being met.	Staff feel confident taking small groups during the PE lessons which helps with differentiation and targeting the GD children (MA)
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				100%
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:
A broad range of sports on offer within through the PE and positive playtimes. Additional community links made with clubs outside of school, e.g. football, cricket and rugby. Extra-curricular clubs on offer including martial arts and dance.	Children are exposed to a rich diet of sports and we can inspire and nurture talent in a range of disciplines.	£17,850 (PE LSA salary)	Clubs remain popular.	Continue to develop links and find new ways to interest children in all sorts of different sporting activities. Make close links with the the other schools on the island and with secondary school (SJS)

Key indicator 5: Increased participation in competitive 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 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:
Participation remains high in school sports. Maintain this level of interest.	<p>A range of school sports on offer including after school PE club which is always over-subscribed.</p> <p>An annual 'Big Sports Week' enhances the popularity of PESSPA.</p> <p>Regular tournament and events keep the profile of school sports high.</p>	0	<p>Healthy lifestyle and choices are evident among school population.</p> <p>Clubs are over-subscribed.</p>	Develop links with local clubs and the military community to drive even greater participation.

Signed off by	
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Date:	09.12.21