

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:

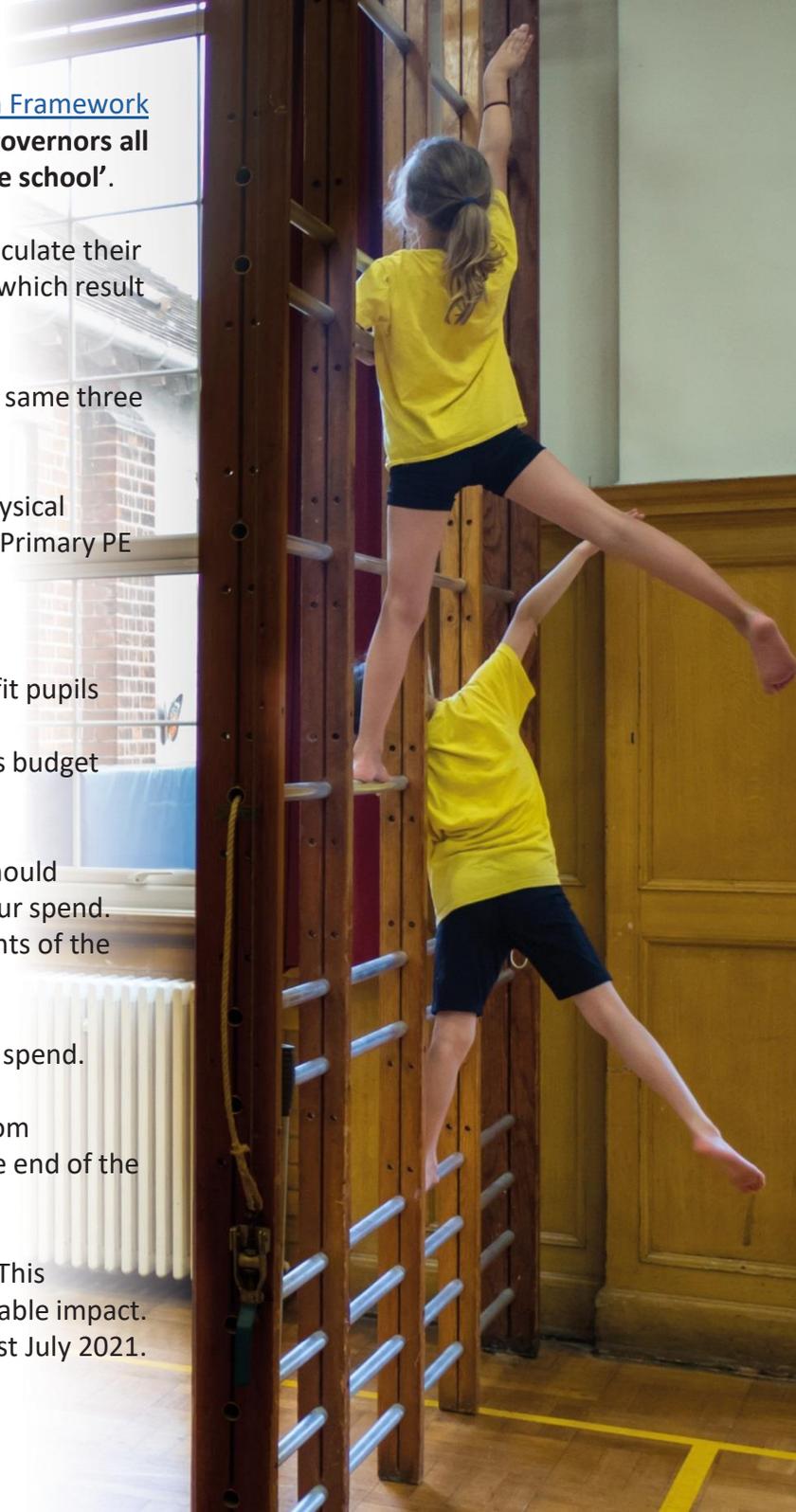
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<ul style="list-style-type: none"> • Playground phase 1 has been completed. This allows for a designated sports area for PE lessons, but also for lunchtime and playtimes. This space is used to increase levels of physical activity for all children with midday supervisors, specialist coaches and teachers running games. • Golden mile is in place to keep children active and develop the fit for life programme. • Children have weekly PE lessons. • Staff have been trained and had ongoing CPD through team teaching in yoga. This has had an impact on children's wellbeing and managing behaviours as well as it being used in class daily to support the levels of physical activity within the classroom. Teachers will have an additional top up of this next academic year. • Online PE lessons took place during lockdown period of 2021 to ensure that children could still access high quality PE whilst learning at home. 	<ul style="list-style-type: none"> • Moki wristbands purchased to develop a sense of competition with others and self in order to further improve fitness levels across the school. • Swimming to start again in the 2021 academic year for year 2 (pending covid restrictions being lifted) • Further development of the playground to allow for further improvement in levels of physical activity at breaktime and lunchtime. • Continuation of the Golden Mile to continue to develop fit for life behaviours and a love of PE. This will be linked to interhouse competitions to support children taking part in competition and develop competition behaviours. • Staff to have CPD session through sports cool to allow for staff to move forward in their ability to teach high quality PE. • Athlete event to take place to inspire and support children.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

Total amount for this academic year 2020/2021 £16800

<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>	NA – we do not have Year 6.
<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>	NA – we do not have Year 6.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	NA – we do not have Year 6.
<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>	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				
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 take part in physical activity throughout the school day to ensure they are 'fit for life'	Golden Mile in place for all children to take part from FS2 to year 2. Due to COVID there was some disruption due to lockdowns and bubble closures.	£150	Children show enjoyment of taking part in physical activity. This did have some disruption due to COVID.	Active blasts to be introduced and training to take place for all staff to ensure that children are able to access this throughout the day. This is aligned with our new sports programme.
Ensure that all children take part in physical activity every day during lessons and through active breaks during the day.	Children to have active breaks places throughout the day such as BBC super movers, go noodle	£0	Improved concentration and mental capacity which had a positive impact on learning and attainment. (following a physical activity break) Better focus & behaviours in and around school. This is evident through the track it light system and through the behaviours for learning demonstrated around school.	Class challenge cup to be introduced for active blast league tables for both key stages to engage teachers and pupils to support the 30minute active challenge. This will be monitored by the P.E lead every term and shared on the website and social media.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
Children to access high quality PE throughout the lockdown.	Virtual PE lessons sent out via link to all children in all year groups to ensure there was a focus on being active	£60	Children accessed the online lessons and continued to develop their fit for life habits through the lockdown. This showed the value that the school placed on PE as a part of the curriculum.	Lessons have been saved to ensure that if children are self-isolating or if a bubble closes then they have access to PE and sport. These will continue to be added to and sent home as active homework challenges.
Children know how important PE is throughout the school.	<p>Children to attend school PE ready. Teachers and PE staff to ensure that they are ready for PE and that children know it is still part of their uniform.</p> <p>Spare PE uniform to be handed out to those who need it to ensure that no one is at a disadvantage.</p>	£0	<p>Children feel valued and they are going to PE ready. Children feel how PE is valued in the school.</p> <p>Adults role model the expectations for children and therefore show the high expectations for PE and sport.</p> <p>Children were ready to start PE on time and participated for the full amount of time allocated due to no changing time. Modelling of PE readiness and high expectations by the PE team shows the importance placed on PE and school sport.</p>	<p>This was introduced due to COVID, however this is going to continue on into next year as it has raised the profile of PE.</p> <p>Continue to model the expectations of being PE ready. Support families where needed with correct PE kit.</p>
Extend the links with community clubs to encourage further participation, with the aim of running school competitions and raising the	All year groups had access to clubs since COVID restrictions allowed. A wide range of clubs were run including external and internal clubs	£200 Clubs ran by support staff and teachers enabled cost to	Children had opportunities to access a range of afterschool clubs when COVID allowed. This will continue to increase over the next academic year as more clubs	We will continue to run a variety of clubs including those that make links to local clubs. These will be supported by

profile of PE at Heronshaw in the local community.	which allowed for links to local clubs to be made.	be lowered.	run and attendance increases.	sports premium to give easier access to all.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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?:
Teachers will have an increased knowledge and understanding of teaching Yoga and how this can improve children's physical fitness, wellbeing and provide tools for managing behaviours for learning.	Initial CPD training for all staff yoga (half day training)	23 staff Total £1687.00	Children and teachers were actively engaged in the Yoga training, and were able to apply their training in practical CPD sessions alongside an experienced member of staff. Staff became more confident over the term, and were able to deliver the sessions effectively by the end of the training.
New curriculum purchased to support the progression of skills and staff CPD throughout the academic year. The programme provides workshops and planning to support all teachers to take part in CPD sessions.	Ongoing CPD linking in with the curriculum map to provide training through team teaching in the Summer term for every teacher.	14 day sessions £980	
	New programme purchased	£700 (for a 3 year subscription)	New programme enables the progression of core skills throughout the child's infant school life, whilst making it bespoke to the school. Teachers are able to follow the planning well, and as a result children make good progress in the lessons. The full impact of this will be seen
	Staff training on new programme taken place (1.5 hour training)	£100	Class teachers to have ongoing CPD throughout the school year from the PE lead. Teacher CPD ongoing throughout the year linked to the new PE programme delivery.

	Time for PE lead to navigate and set up the programme.	£100	when a full years cycle has taken place. All staff have had introductory training in order to navigate the programme successfully. PE lead had support from and SLE to build a bespoke curriculum, ensuring secure skill progression and allowing children to develop the fundamental skills needed to be successful in KS2.	PE lead to take part in the deep dive training on the platform and work with SLE to refine the programme throughout the school year.
	Dance CPD for teachers (Miss Wendy)	£1785	CPD has taken place for the new foundation team to ensure children develop a good core strength and muscle control. This then supports the children's physical develop and therefore their writing. Teachers were more confident delivering dance in the curriculum and as a result children made good progress.	Dance CPD to be reviewed and used with ECT's next year as they have not been able to access this yet.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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>Inspire children to take part in sport and see how being active early on in life can help you overcome a range of challenges.</p>	<p>Athlete event to run. This will focus on overcoming challenge and resilience.</p>	<p>£0 cost neutral</p>	<p>Children enjoyed the event and were inspired to take part in the sponsored event. Children raised money for the school in order to purchase a range of new PE equipment for outside and for PE lessons. Children understood that anyone can take part in sport, with or without a disability.</p>	<p>This event is an annual event that is used to inspire children and raise money for PE in school. We try and ensure that the event is linked to a person who has a disability like some of the children in our school. This helps the children to see that everyone can take part in sport and physical activity.</p>
<p>Inspire and provide opportunities for children to take part in a range of physical activity.</p>	<p>Inflatable afternoons run by an external company allowed children to take part in an obstacle course event and a dodgeball tournament.</p>	<p>£700</p>	<p>Children were able to problem solve, use a range of strategies and develop core strength and co – ordination. It allowed all children to experience a fun sports event.</p>	<p>This is to become an annual event with additional challenges for the children so they can take part in a wider range of sports they may not have access to otherwise.</p>
<p>Ensure children have the opportunity to take part in a wide range of sports clubs across the school year</p>	<p>Wide range of after school clubs run throughout the school year – subsidised by sports premium funding</p>	<p>£200</p>	<p>Sports clubs ran this year included but were not limited to: dance, football, golf, multiskills, dodgeball, gymnastics. All of these clubs had full attendance at 20 children per club. This offer will be extended next year as we are not under COVID restrictions.</p>	<p>Offer is to be broadened next year due to the COVID restrictions being lifted. A wide range of providers have been contacted and parents will have access to the whole years extra curricular offer to see what their child could attend. Links with local clubs and talent pathways have been identified.</p>
<p>Improve children’s wellbeing through the use of Yoga following the disrupted school year.</p>	<p>2 x full yoga days to support the children in returning to school in September</p>	<p>£450</p>	<p>Children have the opportunity to take part in yoga. Children understood how yoga could help them regulate their emotions and how breathing techniques could support them inside and out of school.</p>	<p>Yoga training has now been completed by all staff. This will enable children to continue to practise their skills and support their behaviours for learning.</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:
				Due to covid, we have been unable to attend sport festivals and set up trust competitions as we had planned. This is high priority for next year.
<p>Total spend £6912</p> <p>There will be a carry over of £9788 into next year. This has been allocated to the school playground development to allow for further improvement of the 30 minutes physical activity a day.</p>				

Signed off by	
Head Teacher:	J Ainscow
Date:	21.7.21
Subject Leader:	M Begum
Date:	21.7.21
Governor:	D.Chapman
Date:	21.7.21