

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:

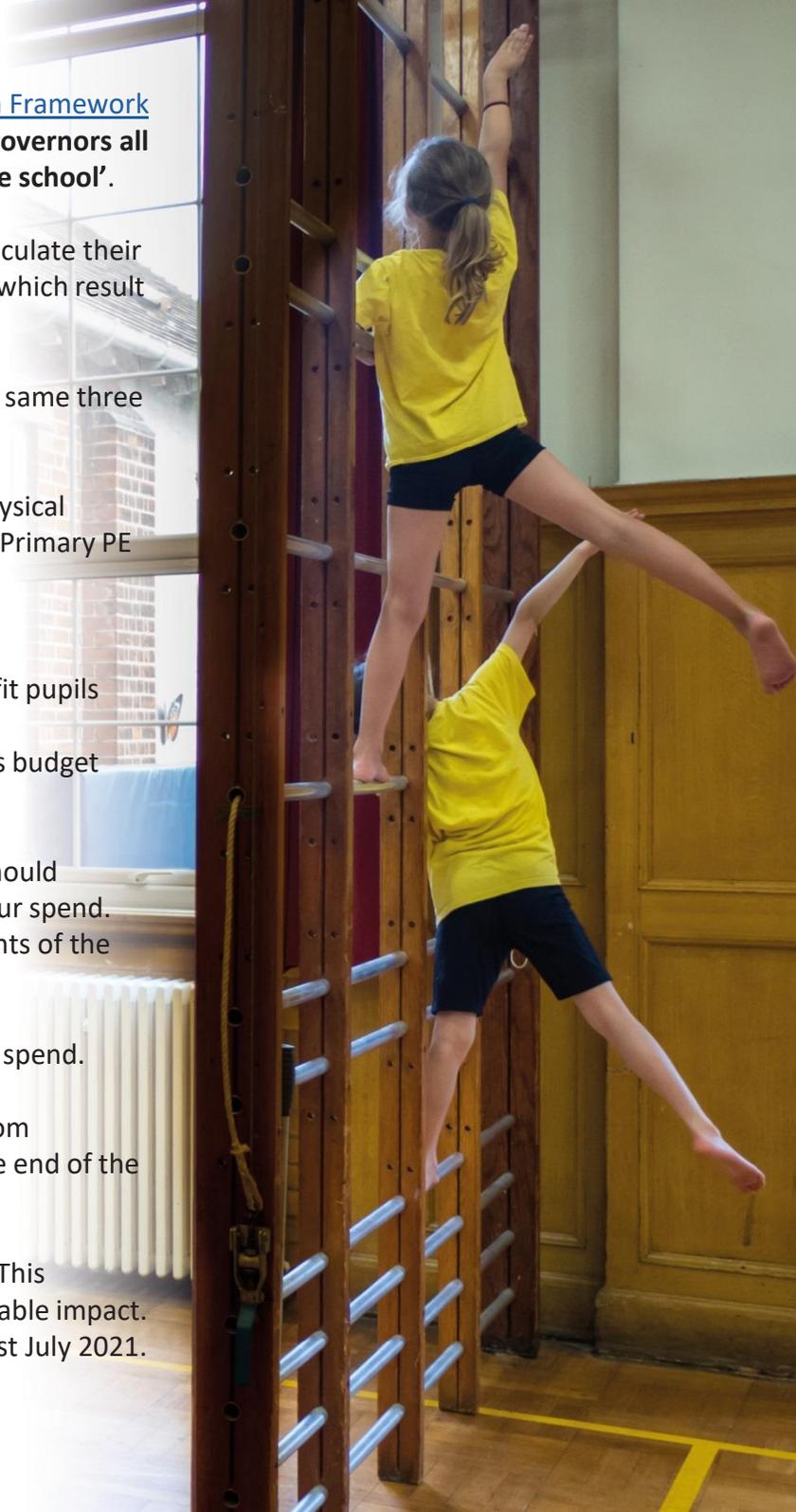
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • One of the key areas we have been affected by COVID is in our external and internal competitive sports. We pride ourselves in the external opportunities we are able to provide pupils of all abilities throughout the year, but this has not been possible due to the COVID pandemic. • We were able to ensure that PESSPA was a high priority amongst teachers and children through daily physical exercise opportunities both when in school and when providing home learning during lockdown. • We also prioritised the return of external coaches and sports club leaders as soon as this was possible. These coaches had to work within single bubbles, so extra provision was given for time to clean equipment and allow the lessons to fit within staggered school timetables. 	<ul style="list-style-type: none"> • To continue improving the teaching and assessment of gymnastics throughout the school, as this was identified as a key area of weakness by staff in questionnaires. • To ensure that CPD opportunities provided to staff through the use of external coaches is sufficiently targeted in order to allow staff to be confident in replicating the same standard of lessons in their absence.

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£9,000**
+ Total amount for this academic year 2020/2021 **£17,800**
= Total to be spent by 31st July 2021 **£26,800**

<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>	94%
<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>	94%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97%
<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			Percentage of total allocation:	
			48%	
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"> To offer pupils an opportunity to exercise regularly in different ways. To improve gross motor skills and balance across the school with daily participation. 	<ul style="list-style-type: none"> We have invested heavily in a Trim Trail, which will be on the field and available for all classes. We have considered carefully the lay out of the trail in order to offer appropriate levels of challenge for all children, including different height grips and a soft floor to limit impact for smaller children. The Trim Trail will allow classes to take short breaks in the school day in order to go up and improve their gross motor skills through balance and core strength. This includes at break times, when children will be able to access the trail in order to 	£12,800	Whilst the Trim Trail is not due to be built until the end of this month (delayed due to Coronavirus), I will be monitoring use of the trail from September and will be conducting pupil voice interviews to see the impact on children’s physical exercise and confidence.	<p>We hope that this will be a valuable resource for a very long time, and will greatly improve the opportunities for children to exercise regularly.</p> <p>Next step is to put together a plan for Pupil Premium and SEND children to use the resource regularly, as well as to train staff on the best ways to use the trail safely.</p>

	<p>encourage a more active break time.</p> <ul style="list-style-type: none"> It will also be available for Pupil Premium and SEND children who need time out of the classroom and a regular physical break. 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
1. To ensure that PE has clear progression throughout the school and that it is held in the same priority as other key subjects, including when planning and assessing lessons.	<ul style="list-style-type: none"> We have invested in PE hub in order to ensure that there is a clear and consistent push for high quality PE lessons, including assessments. Take in regular assessments in order to keep PE standards at the front of people's minds. 	£350	<ul style="list-style-type: none"> Because of the emphasis placed on PE Hub and ensuring progression throughout the curriculum, teachers have told me that they are more confident in planning activity and this has helped raise the profile of PESSPA across the school. 	<ul style="list-style-type: none"> To roll out more regular assessment opportunities, observations and child interviews in a non-lockdown year.
2. To ensure that the school is made aware of the most up to date information and opportunities to increase PESSPA profile across the school.	<ul style="list-style-type: none"> Subject leader attended subject leader meetings in order to stay on top of recent news and any updates. Staff are updated on any changes or key information 	£76	<ul style="list-style-type: none"> As someone fairly new to the role, these meetings have improved my knowledge when pushing forward new ideas and emphasis on the PE curriculum. They have 	<ul style="list-style-type: none"> To continue to attend meetings next year, and to use this as the support point for a Sports Games Mark application.

<p>3. To use regular competition opportunities during lockdown to raise the PESSPA profile at a time when the need for physical exercise was most prominent.</p>	<p>in regular PE focussed staff meetings.</p> <ul style="list-style-type: none"> As a school, we were able to offer a wide variety of competitions and events for children and families to compete in at home. This was done through our participation in the Ottery St Mary School Partnership and Devon Virtual Games, and enabled us to emphasise the importance of PESSPA to parents at home. 	<p>£4870 (for partnership)</p>	<p>also helped keep PE relevant and at the front of people's minds through my regular updates.</p> <ul style="list-style-type: none"> A large number of children across the age groups took part and won awards for their participation. On top of that, West Hill as a school scored highly in these events and we were able to celebrate these achievement in the school's newsletter, again raising the profile of PESSPA. 	<ul style="list-style-type: none"> To continue to participate in, and celebrate, participation in out of school events.
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 10%</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>1. To ensure that children receive a consistently high standard of teaching across a range of PE areas.</p>	<ul style="list-style-type: none"> • Ensure that any areas where staff lack confidence or skills are tackled through CPD opportunities. • To liaise with Tracy Moran (external support) in order to ensure CPD is correctly targeted. 	<p>£4870 (for partnership)</p>	<ul style="list-style-type: none"> • The CPD opportunities given to us through our investment in the Ottery Sports Partnership were focused this year on the teaching of gymnastics and team games, areas flagged up by staff in earlier questionnaires sent out by myself. • The impact of this CPD is that, through follow up conversations with Tracy and the staff members involved, the standard of PE teaching and assessment in these areas has greatly improved, allowing for a more rounded and balanced curriculum for the children. 	<ul style="list-style-type: none"> • To use the CPD investment in 2021/22 to further deal with any other areas that may have arisen from the COVID lockdown.
<p>2. To allow children and teachers to increase confidence when developing skills at the correct pace.</p>	<ul style="list-style-type: none"> • Using external coaches to provide CPD opportunities for staff to develop an understanding of how a PE sequence can be most effectively structured and paced. 	<p>£2835 (three separate external coaches)</p>	<ul style="list-style-type: none"> • The children have made excellent progress through the dual approach of teacher and external coach, and the teacher is far more confident in structuring their own medium term plans. 	<ul style="list-style-type: none"> • Through discussions with external dance coach, teachers have put together Medium Term Plans that they can apply themselves to future PE sequences. • To improve monitoring of staff confidence levels before and after CPD opportunities.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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:
1. To upskill staff in order to offer a broader range of sporting opportunities to children across the school.	<ul style="list-style-type: none"> Using external coaches with expertise in sports that staff are less confident in teaching – e.g. dance, golf and cricket. Coaches provide ongoing CPD and upskill staff during lessons. 	£2835 (three separate external coaches)	<ul style="list-style-type: none"> Pupils are now offered a wider range of sporting opportunities, both through coaching and an increased confidence amongst teaching staff. 	<ul style="list-style-type: none"> Ensure that staff are fully confident to take over from coaches so that, in future, coaching CPD in these sports is no longer necessary.
2. For children to have greater access to orienteering, to engage children in a less sport focused activity and drawing in cross curricular links with Geography.	<ul style="list-style-type: none"> I coordinated a meeting with our geography subject leader and an external contact from The King’s School (local secondary school) in order to discuss the best way for orienteering to be a regular experience we can offer our pupils internally. 	£4870 (for Ottery Schools Sports partnership, from whom the contact was made)	<ul style="list-style-type: none"> As a result of COVID, we have not been able to roll out orienteering this year as planned, but both myself and the geography lead are in a position to implement this next year. 	<ul style="list-style-type: none"> To begin offering orienteering regularly in 2021/22.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
1. To ensure that all children have the opportunity to engage in an external sporting event. All children will participate in competition, either internally or externally.	<ul style="list-style-type: none"> Investment in Ottery Sports Partnership and regular liaising with partner schools in order to organise external competitions. To organise internal sports day, providing competitive sport for all pupils. 	£4870 (for Ottery Schools Sports partnership)	<ul style="list-style-type: none"> Unfortunately, due to COVID restrictions, we have been unable to offer external competitions, with all events cancelled. However, children did take part in Devon Virtual Games during lockdown, and were awarded medals and certificates based on their participation. All children took part in school sports day, helping to both raise the profile of sport and provide competitive races against their peers within their 'bubbles'. 	<ul style="list-style-type: none"> To continue work within the partnership with the aim to reintroduce regular external competitive sport next year.

Signed off by	
Head Teacher:	<i>C Baulton</i>
Date:	26/07/21
Subject Leader:	<i>Jonathan Sapwell</i>

Date:	19/07/2021
Governor:	Ian Guy
Date:	28/07/21