

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>Athletics after school club was provided and children trained for sports hall athletics. Cledford came 2nd in the competition.</p> <p>Netball club was strongly attended. Cledford won the cluster netball competition for the 2nd year in a row. Cledford were able to take 2 teams due to uptake in club and enthusiasm of children (girls and boys).</p> <p>Girls' football team won their cluster football tournament. Boys came 2nd.</p> <p>Play leaders were trained and began to work with KS1 children once week at lunchtimes.</p> <p>Links with MHS continue to play a key role in encouraging children and providing opportunities for children's participation in physical activity.</p>	<p>Using key sports events as a stimulus and something to aim for has given children more drive and for some, given reason for completing golden mile. Plan ahead to repeat this for different sporting events.</p> <p>Monitor opportunities available to all year groups – are teachers/staff maximizing what we have on offer outside of PE lessons?</p> <p>Continue use of specialists in athletics, gym and next step – specialist sports such as cricket.</p> <p>Year 6 children to become play leaders for KS1 children</p> <p>Use pupil and parent voice – what do they want? (After school clubs)</p> <p>Focus on outdoor learning – raise the profile and staff knowledge of orienteering as well as children's skills.</p>

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £1,032	Date Updated: October 2020		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £1,032
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated: £ 500	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Twilight/Staff meeting training Cricket training for all year groups Cricket training for all year groups.	Observe teaching of PE after staff training. Obtain staff voice after cricket CPD.		Staff voice to be used to show the impact CPD has had on their teaching and how they have improved their teaching. Observations to show the improvements in teaching of PE: solid lessons, clearly teaching skills and then giving children opportunities to apply these skills.	Increase staff skills and knowledge which will enable them to teach high quality effective lessons.

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.	
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 2020.	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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		Total fund allocated: £18,890 + £1,032 carry over from 2019/20		Date Updated: October 2020	
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: 1.25%
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: £250	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To create an active and engaging playground to include structured activities for all children.		Have adult led activities during lunch times and breaks.		£ 250	More children participate and become active during break times.
To increase pupil participation in physical activity.		Play leaders to lead activities and set targets. (when restrictions allow)			Tracker sheets to show participation and achievement – led by Year 5/6 play leaders. (once a week when restrictions allow)
To participate in outdoor activities.		Target least active children to participate.			Children to continue at break times, improve coordination.
		Whole school to take part in National Skipping Day.			Ensure every child has the opportunity to get involved in extra-curricular activity.
For all children to be completing the		Provide classes with an outdoor box with apparatus to encourage participation. (Purchase more equipment as and when needed and to be kept topped up)			Track the time it takes them to
		Teachers to ensure time is provided			Weather permitting and as

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Golden Mile on a regular basis. Use the Olympics as a stimulus for activities and spotlight on sport in school. Golden Mile link to “Trek to Tokyo” To provide more opportunities/cross curricular activities.	to complete. Set class targets and introduce rewards. Whole School/Class to track Golden Mile to complete journey to Tokyo. Encourage using active maths or Orienteering.		complete the golden mile <ul style="list-style-type: none"> • Improve fitness & timing • track participation Track each child’s participation over the term. Increase sporting activity. Staff to incorporate physical activity throughout the curriculum.	often as possible.
To ensure children remain physically active in lockdown or periods of self-isolation/quarantine.	Staff to include sporting activities as part of Home Learning. Provide sports web links where appropriate or instructional activities.		Children to remain active and healthy.	Keep active at home.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	98%

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: £19,652	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children should understand the importance of physical activity and it’s benefits. Celebrate children’s sporting achievements to motivate and increase participation. Pupils to be aware of and use skills effectively in gym and athletics.	Healthy Lifestyle – Promote during Healthy Living week and Assemblies. Provide free Bike Ability for Children. Use assemblies as a platform to Promote. PE/gym specialists to work with all children.	£7,232 £8,550	Children gain the knowledge of how to lead a healthy lifestyle. More children choosing to cycle to school and increasing time spent active. Sporting recognition - raise profile. All children to receive a	Children can make healthy choices. Pupils understand the benefits of cycling and continue to do so.

<p>Ensure a range of after school clubs are held across both key stages.</p> <p>Children to be aware of what sports are available to them both in school and in the wider community.</p> <p>Swimming for Year 3 to improve skills and encourage participation. Provide additional swimming provision – target Year 6 children who may not meet the National Curriculum requirements.</p>	<p>Athletics specialists to work with children in Years 3 – 6. Teachers and outside agencies to provide and promote a range of after school sport clubs for both key stages.</p> <p>Ask children and parents what sports clubs they would like us provide</p> <p>PE lead to monitor after school clubs each half term and identify any gaps.</p> <p>Provide professional swim instructors and monitor progress and skills.</p> <p>Top up lessons for Year 6 if necessary.</p>	<p>£3,870</p>	<p>minimum of 1 hour of formal PE – learning specific/basic skills.</p> <p>Registers to keep track of sports participation.</p> <p>All children will have participated in specialist activities and sporting events.</p> <p>More children will attend after school clubs and increase physical activity and participation.</p> <p>An increased number of children achieving National Curriculum requirements by Year 6.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.5%
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:
Twilight/Staff meeting training	Observe teaching of PE after staff training.	£500	Staff voice to be used to show the impact CPD has had on their teaching and how they have improved their teaching.	To be rescheduled from 2019 – 2020 when permitted.
Cricket training for all year groups	Obtain staff voice after cricket CPD.		Observations to show the improvements in teaching of PE: solid lessons, clearly teaching skills and then giving children opportunities to apply these skills.	Increase staff skills and knowledge which will enable them to teach high quality effective lessons.
To Increase teacher confidence, knowledge and skills teaching PE.	Support teaching staff with specialist gymnastics and athletics coaching.		Staff are confident and skilled to provide QFT in PE.	Monitor PE lessons and target areas for development.
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:

<p>To set up permanent orienteering course which staff will use regularly</p> <p>To ensure a wider range of after school clubs are held across both key stages.</p> <p>To introduce new sports and encourage more children to be active.</p> <p>House matches to take place each term as last year to maintain their profile and provide opportunities.</p> <p>Identify year group gaps and prioritise Athletic specialist support.</p>	<p>Put up permanent orienteering markers</p> <p>Ensure classes carry out orienteering activity at least once a half term - pupil interviews.</p> <p>Teachers and outside agencies to provide a variety of after school sports clubs.</p> <p>PE lead to monitor chosen activities, identify gaps and pupil participation.</p> <p>Run house matches each term (2 each term)</p>		<p>Staff voice to be used to show the impact CPD has had on their teaching and how they have improved their teaching.</p> <p>Children & parent voice – to suggest which clubs they want. Increased numbers attending clubs leading to greater participation.</p> <p>Observations to show the improvements in teaching of PE: solid lessons, clearly teaching skills and then giving children opportunities to apply these skills.</p> <p>All children will have participated.</p>	<p>To put up permanent markers around school.</p> <p>When it's possible to provide after school clubs, prepare a questionnaire for parents and children to suggest wider opportunities and greater choice.</p>
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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:
Maintain links with MHS for cluster Events, competitions and sports festivals.	Attend Cluster meetings and make contact.			To continue our success in competitive sports such as Athletics and Netball.
To encourage children to participate fully in Sports Day, using a different range of sports.	Provide a variety of Olympic style events for Sports Day. (Use the Olympics as a stimulus)		Children to have the opportunity to try a variety of sports activities and possibly continue this out of school.	Try to improve our position in competitions and enter more teams.
To enter or run more competitions.	Continue to compete in Middlewich Cluster competitions and actively seek additional events.		Increase the amount of children participating in sport and competitions.	
Identify and coach talented children to ensure participation.	Target children to be invited to clubs.		Increase the amount of children participating in sports.	
House matches to continue each term to provide opportunity.				

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	