

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

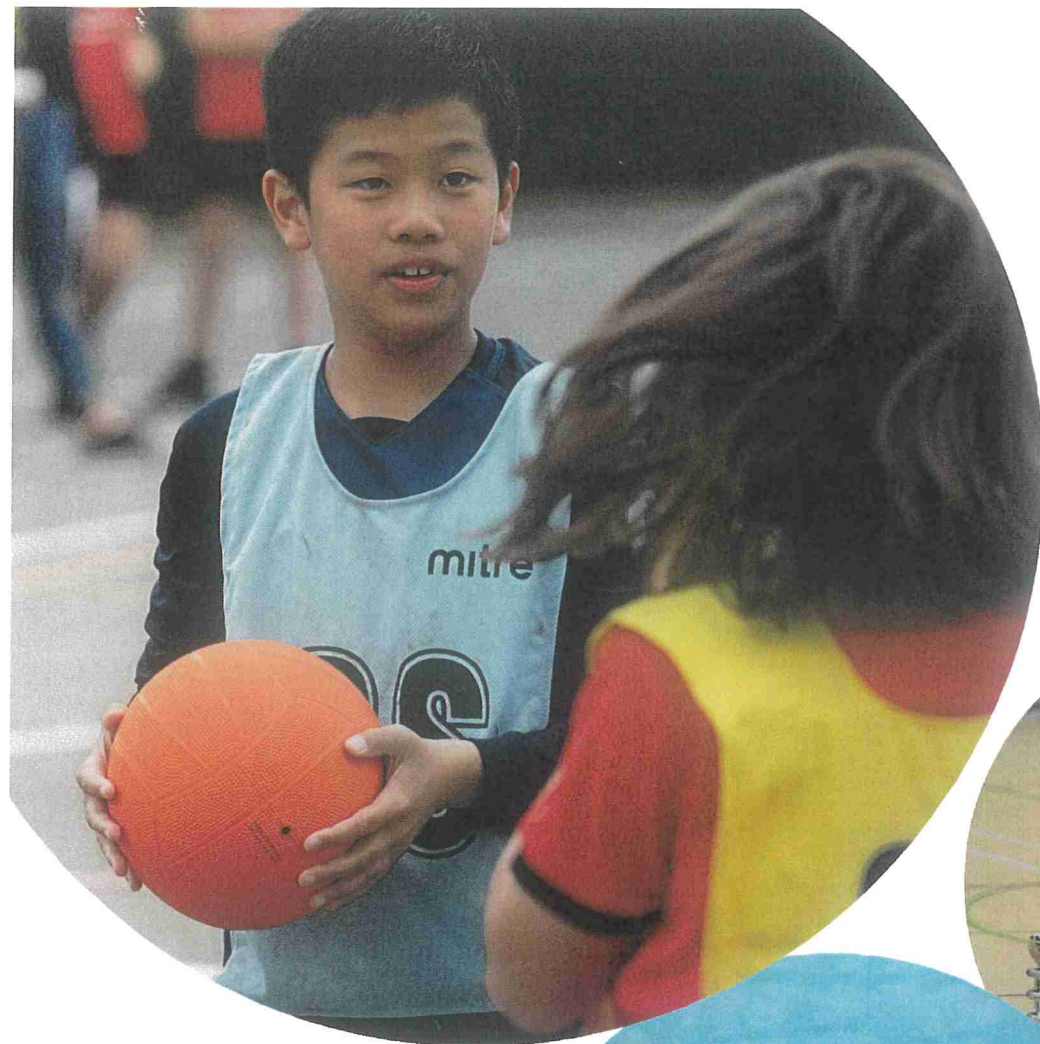


Department
for Education

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YOUTH
SPORT
TRUST



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](https://www.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](#).

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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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Expenditure on sport and PE significantly above PE premium approximately £45000 (more than double PE Premium) Significant increase in lunchtime sport provision from specialist coaches and teachers (5 days a week and wide range of sporting activities) Children significantly more active than in previous years due to additional time outside and access to sporting equipment Significant increase in lessons being delivered by a PE specialist and sports coach PE specialist employed to work alongside staff in planning and delivering PE lessons Increased and improved equipment and sporting facilities (eg basketball hoops, MUGA, football goal, tennis nets, rebound nets, etc.) New running track and markings installed New playground markings 	<ul style="list-style-type: none"> COVID 19 has severely impacted the ability to hold competitive sport so it is vital that links with clubs, school games organisers, teams and clubs are re-established. Ensure extracurricular activities are reinstated following the reduction due to COVID (prior to COVID there were after school and before school sports clubs running on every day of the week.) Ensure indoor curriculum (particularly dance and gymnastics) are reinstated after COVID restriction ease. Ensure additional swimming returns to curriculum. Develop new scheme of work to update and improve existing lesson planning.

TOTAL EXPENDITURE ON SPORT / PHYSICAL ACTIVITY and ASSOCIATED RESOURCES AT HARRISON PRIMARY SCHOOL	
PE specialist teacher	£15769
Sports coach (employed by Harrison Primary)	£7205
Sports Coaches for lunchtimes (Active8)	£5200
Playground Markings	£6210
Running Track/ path through woods for daily mile	£6827
Resources and Equipment (eg goals, balls, etc.)	£2400
Scooters	£1800
Midas Mini bus training for PE staff	£150
TOTAL	£45,561
Primary PE and Sport Premium received £21,363	

Meeting national curriculum requirements for swimming and water safety.	
<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 then 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 2020.</p> <p>Please see note above</p>	% 74
<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>	% 56
<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>	<p>Yes/No</p> <p>Had planned to (as in previous years) but COVID restrictions did not allow.</p>

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 all 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increased sporting opportunities during lunchtimes.	PE specialist teacher and sports coaches run activities during lunch.	Increased opportunities to participate in a wide range of sports and activities eg, basketball, football, tennis, hockey, ball games and activities to improve co-ordination and balance. Noticeable improvement in hand eye co-ordination and sporting ability from many children.	Lunchtime staff are working alongside coaching staff so they can continue to run the activities when coaches aren't present.
Before and after school sports clubs reinstated after COVID restrictions.	PE specialist teacher, employed sports coach and football coach to deliver clubs.	More opportunities for pupils to participate in sport.	Ensure more clubs are available for pupils in the Autumn term 21. Monitor attendance.
Opportunities for physical activity at break-times.	Children's playtimes increased to 30 minutes and equipment provided for the children to play with. (eg, balls,	Children more active and engaged during break-times.	Ensure this continues Ensure this continues all the time funding is available (NOTE: not all funding for coaches and PE specialist comes from sport premium)

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Increased delivery of PE lessons by qualified sports coaches and PE specialist.	hoops, tennis rackets, ropes etc.) Purchase additional equipment for use specifically at lunchtimes and break-times.		This is now a permanent feature of the school grounds.
Provide opportunities for children to participate in daily mile.	All children to receive lessons from a sports coach (Active8) or PE specialist teacher.	Quality of teaching has improved allowing pupils skill levels to develop.	Some of the activities can be used again for classes during lessons, as homework or in the event of another lockdown.
Throughout lockdown, year groups to provide opportunities for PE at home.	Running track around field and playground markings installed	Children now have additional opportunities to run during PE lessons, break-times and at other times where appropriate.	
	Year groups provided PE lessons and physical activities that the children could participate at home	Pupils shared their attempts with class teachers and discussed it during Zoom calls.	

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Children to be outside more frequently and given greater opportunities to participate in sport and physical activity in order to aid social and physical recovery from COVID	During outside time, children provided with equipment and supervision/instruction from staff, sports coaches and PE specialist teacher.	Children noticeably physically more active and participating in constructive activities. Staff have noticed fewer behaviour issues at end of break and lunches.	This has been so successful it will continue into the next academic year.
Ensure outside of school sporting achievements are recognised.	Out of school achievements added to celebration assembly.	Children and parent's get to see sporting achievements of pupils	Continue and encourage more achievements to be shared.
Ensure all children get opportunity to use MUGA	All classes timetable with a slot on the MUGA throughout the term.	Throughout the year children get to use a good quality sports facility for PE lessons.	Continue
Children have opportunity to work with a PE specialist teacher or a sports coach to provide high quality lessons	Use PE specialist and coaches to provide high quality provision during clubs, lunchtimes and PE lessons.	Children speak positively about taking part in PE lessons with PE specialist teacher or sports coaches.	Ensure they provide balanced and varied opportunities.
Provide opportunities for pupils who find it challenging to be ready to learn at the start of the school day to take part in before school sports.	Before school sports club now in place two days a week.	Children finish club having used some of their excess energy which allows them to be more focussed at school	Continue and look to increase the number of days run.
KS 1 children to be provided with additional physical activity to develop core strength	Sports coach to run bespoke sessions for all KS1 and early year's children that focus on developing core strength, posture and physical fitness.	Lessons successful, children are physically active and taking part in a wide variety of activities.	Timetabled lessons to be maintained for the Autumn term and beyond.
			Monitor use over next academic year.

<p>New playground markings to encourage cross curricular skills</p> <p>MANY OF INDICATOR 1 INTENTS ALSO RELEVANT HERE</p>	<p>A range of markings that not only aid physical activity but also encourage cross curricular skills such as counting and road awareness have been installed.</p>	<p>Markings used on a daily basis and road markings have been used to develop road awareness and safety with younger pupils.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Intent	Implementation		Impact
<p>Your school focus should be clear</p> <p>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>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>PE specialist teacher and sports coach to work alongside staff</p> <p>New schemes of work developed</p>	<p>Teachers to work with PE specialist and sports coach when delivering lessons.</p> <p>Purchase of a new scheme of work for PE to update and improve existing plans.</p>	<p>Increased confidence of teachers to deliver PE lessons.</p> <p>This will be in place to use from September 21 (lessons plans, video clips and demonstrations of skills etc)</p>	<p>Continue in next academic year</p> <p>Lesson plans</p>

Staff training on orienteering	New orienteering markers, maps and lessons set up – staff meeting/INSET was designated to this training.	Staffa and children now using the orienteering in PE lessons.	downloaded for future use.
Explore opportunities for online CPD	Tennis course attended by staff members	New equipment provided	Move markers and set up a new orienteering course Ensure information is passed on to other staff members.

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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Wide range of equipment and activities available during break and lunchtimes.	A large range of PE and physical equipment has been purchased for use at lunchtimes eg. Lacrosse, tri-golf, reaction balls, scooters, paddle boards, rebound nets, range of throwable objects, and more traditional equipment such as	Children trying new activities that they may not have experienced before.		Ensure damaged equipment is replaced.

Develop before club sports club for those that find it difficult to settle in the morning.	basketballs, tennis balls and netballs. Active before school sports club for identified children 2 days per week with PE specialist teacher.	Children in school on time, focussed and ready to learn.	Look to increase number of days for the club.
New orienteering map and lessons developed.	Map, placards and lessons set up and available for use.	Used across year 2-6.	Move placards and remap. Add additional placards in different areas.
New Outdoor and Adventurous Activity lessons plans developed.	Medium term plans set up for all year groups.	Lessons have been trialled by specialist PE teacher and to be taught in year groups in 21/21	Monitor success of the lessons.
Children to attend outdoor and adventurous activity residential.	Year 6 attend PGL Little Canada	Children took place in sailing, kayaking, climbing, abseiling, etc.	Continue to provide this opportunity in year 6.
Encourage active use of scooter and road safety	Scooters and road markings purchased.	KS1 children took part in road awareness and safe scootering activities in school.	Monitor continued use.
Increase number of MIDAS minibs trained staff members	Two staff members MIDAS trained	Staff successfully trained	Ensure MIDAS training is renewed and other staff

			members receive that opportunity.
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Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	
<p>Your school focus should be clear</p> <p>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>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>Due to COVID restrictions all competitive sport with other schools or intra school competition (that required mixing of bubbles) was postponed.</p> <p>Sports coaches and PE specialist teacher to provide opportunities for children to small sided versions of sports within class bubbles.</p> <p>Weekly challenges provided during lockdown</p> <p>Run whole school sports festival in place of traditional sports days. (due to Covid restrictions)</p>	<p>Coaches and specialist teacher ensure lessons have competitive moments for children to compete with one another.</p> <p>Videos of teachers performing challenges. Children to attempt the same challenge. (eg bucket challenge, shoe challenge, etc)</p> <p>Each year group had a sports festival afternoon.</p>	<p>Children were able to continue with some form of competition.</p> <p>Challenges were successful with many views on Youtube. Children shared their attempts with class teachers.</p> <p>Children enjoyed a rare opportunity to participate in sport on a wider scale.</p>	<p>Ensure opportunities return for inter and intra school sport.</p> <p>We could potentially provide a termly challenge for pupils to do in normal term time.</p> <p>Return to larger sports days in future if guidance allows.</p>	

Signed off by	
Head Teacher:	<i>Spennorth</i>
Date:	19/7/21
Subject Leader:	<i>[Signature]</i>
Date:	19/7/21
Governor:	<i>[Signature] D. Moser</i>
Date:	20.07.21