

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:

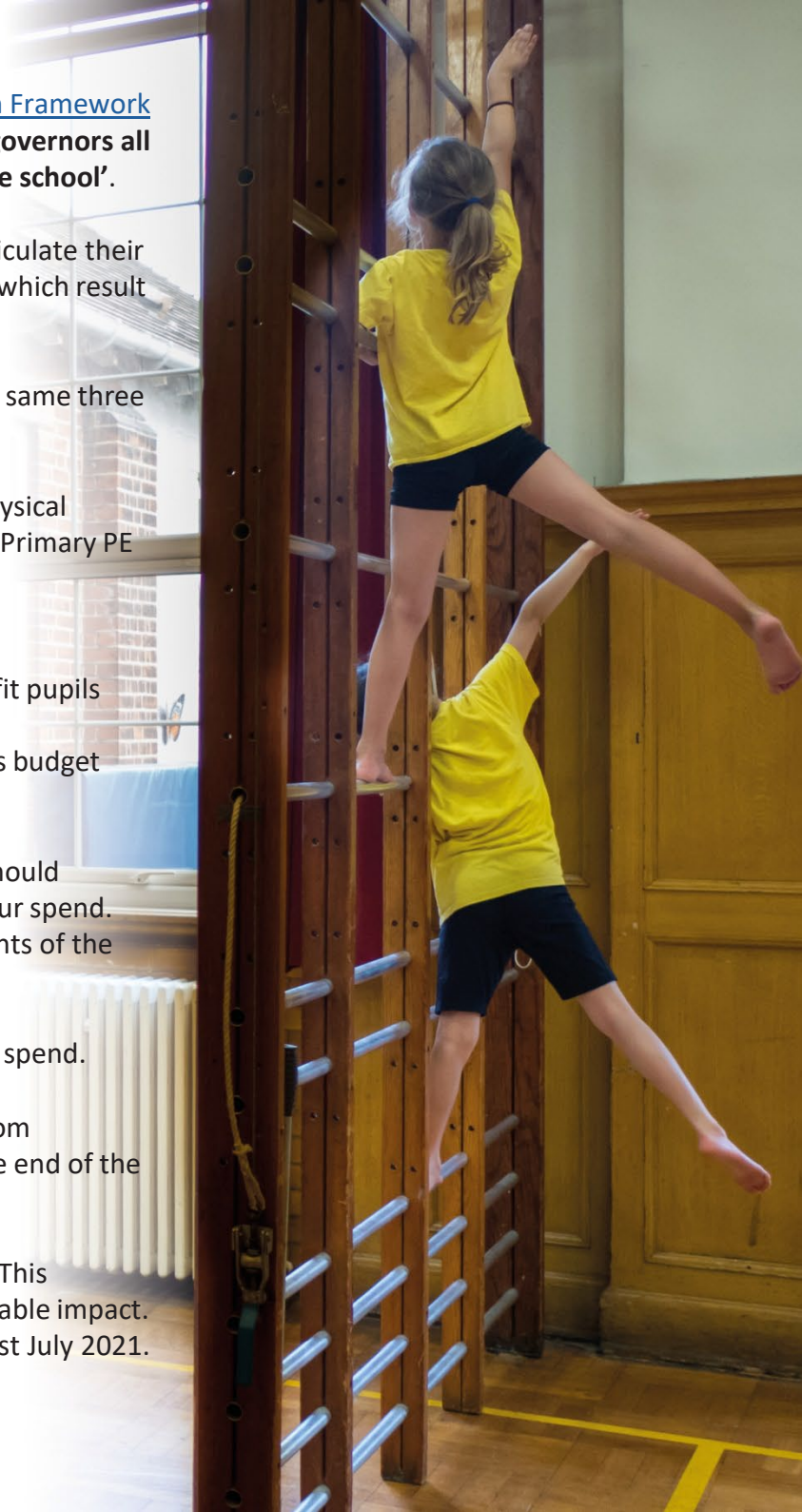
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](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](#).



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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> All of our pupils have taken part in intra-school competition this year when and where possible. In June 2021, our children competed in the usual School Games Sports Days but did this in year group bubbles due to Covid restrictions. Sadly, no spectators were allowed to attend but videos and photographs of the days were uploaded onto Twitter and our Google classroom platform. All classes have done the Daily Mile this year and now have this session timetabled daily. This has helped to increase the children's fitness levels and maintain a positive, healthy mindset. Most of our children have taken part in virtual competitions this year, including Totally Runnable (a running challenge), a Cricket challenge, and a multi-skills sports challenge. These challenges took place over a week and we submitted our children's results in to South Yorkshire School Games. I created a range of Active Challenges, which were based on different sports and involved children doing some research and thinking (linked to our school learning behaviours) and then having a go at some physical challenges. These were sent out for all the pupils in the school to have a go at via Google classroom. Knowledge organisers (to support teachers' planning and delivery and show progression over the key stage) have been written and finally completed. These form our PE curriculum at KPMJ and are ready for use in each class for each sport covered over the academic year. 	<ol style="list-style-type: none"> Start using the new PE knowledge organisers and planning for every area taught. SH to provide training in staff meetings (where necessary). SH/SLT to monitor how these lessons are going and evaluate the scheme. Continue to provide varied CPD opportunities for members of staff – contact Dan Bennett (JMat) Intra-school festivals – Develop these further, ensuring that all children are able to take part in a full game situation for that specific sport (if appropriate) and are learning the rules. Inter-school competitions – To increase children's participation in these competitions and try to beat their personal bests. Develop further -and improve- the sports games and activities programme for lunchtimes and breaks. Ensure that more children are keeping active for longer periods of time. <p>Underspent funding of £3207.52 this year, to be spent by 31st July 2022.</p>

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 £2,791.52

+ Total amount for this academic year 2020/2021 £18,270

= Total to be spent by 31st July 2021 £21,061.52

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<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>	65%
<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>	54%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	54%
<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>Sadly, we have not been able to organise this this year due to Covid restrictions.</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: £21,061.52	Date Updated: July 2021	
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: 30.62%
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 are to take part in a daily mile for 15 minutes every day. To ensure more children are active at break times and lunch times whilst in their class bubbles. To develop the use of games and activities during unstructured times. To incorporate physical activity in other curriculum lessons	Sessions are timetabled for every class bubble so that they have access to the field. Due to the current pandemic, it is predicted that a lot of children will have not taken part in their 60 minutes of exercise every day. This will need addressing in September, along with children's mental health. TA's and SMSA's to organise and run various sports activities and games at lunch times, for the children to participate in. Build on and develop this further in school. Look at ways in which we can do this, e.g. GoNoodle, BBC Supermovers, Active Maths, Active Phonics (for some children in Y3)	£6,200 for staff cover – TAs and additional members of staff needed to support children with this activity. £250 purchased yellow pole markers to map out Daily Mile track.	Children are building up their personal fitness and are becoming more resilient. More children have a more positive attitude about running/fitness.	Our daily mile sessions must be tightened next year in terms of rules and engagement. We are aiming to purchase post markers which we will put around the field so that the children know where they must run and we will also be keeping a tally of their running laps. At the start of next year, we are going to start the Daily Mile Destinations competition and once completed, children are going to map out a starting point and see where they can run to in our country (and possibly, in the world).

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
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:
To incorporate physical activity in other curriculum lessons.	Look at ways in which we can do this, e.g. GoNoodle, BBC Supermovers, Active Maths, Active Phonics (for some children in Y3). Cross Curricular Orienteering – linked to World Book Day (Storienteering)	Staff training session in staff meeting £700.	More children are being active in short bursts throughout the day and it is linking PE with other curriculum subjects to support improvement. Games developed based on the game of Quiddich (from Harry Potter) – also linked with World Book Day.	Teaching staff are to continue using these materials next year and beyond, to support pupils learning in other curriculum subjects.
To peak children's interest and develop their curiosity about the world. To engage the children in their learning. Active challenges linked with maths, science, geography, foreign languages, music and art. To improve children's mental health and physical fitness. To have a positive impact on behaviour and attitudes to learning.	SH to record physical active challenges for the children to have a go at whilst at home (extra-curricular). SH to link active challenges with other curriculum areas and base sheets around our school learning behaviours: look, listen, question, think and do. To gain children's interest and develop curiosity in different aspects of sports and to get the children to try new things. Work around the Olympics and the pack 'Road to Tokyo' (linking to Geography work on Japan and O	£1840 – SH time to create the Active challenge sheets for the entire school.	The active challenges are raising the profile of PE and School sport again in our school and can be done at home. More children are taking part in extra-curricular physical activity and learning more about the world and other aspects of the sport by completing the sheet. Their learning is also linked to our school learning behaviours. Children are learning about other countries in the world and	These challenges are linked to our work on Children's University and our pupils can earn credits by completing the work. This work will continue next year. Children's University to be relaunched in school in the Autumn term, as some pupils will not be aware of this incentive/reward scheme, due to the disruptions caused by Covid.

	Hanami). Work around 'Get Set' (LTA), also based on the Olympics and developing children's skills in Literacy, Numeracy, Science, Geography. LTA Tennis stories – link to Literacy.		making comparisons. They are more aware of current issues and events.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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:
To continue to provide more CPD opportunities for members of staff	All teachers are to complete an updated PE CPD questionnaire. SH to review these and organise CPD as appropriate. Arrange for Dan Bennett (Sports Leader for JMAT) to support and work alongside Enas (NQT) and other members of staff who have identified areas for improvement in their PE teaching. Rachael Parker (previous PLT) providing support to Enas every week, on a Monday morning, going through PE plans, objectives and lesson activities.	Free £1340 coming out of our top slice for Dan Bennett support. £264 for RP support – one hour every week for 24 weeks	Our members of staff (particularly our NQTs) have an increased understanding and confidence in teaching athletics and field hockey. Lesson drop ins/informal observations are judged to be good.	Dan Bennett worked alongside one of our members of staff in the Autumn term on the teaching of Athletics; however, due to the lockdown restrictions, he was not able to continue the CPD after that term. Dan will continue to work with our school on CPD sessions in the next academic year.
To create knowledge organisers for	SH to write/create/design	SH time to	SH have an increased knowledge	All of the knowledge

<p>use in every class, for every PE area taught.</p> <p>To start using the new PE knowledge organisers/planning for every area of PE taught.</p> <p>To evaluate the impact of the CPD sessions by observing sessions, talking to children, monitoring work.</p>	<p>knowledge organisers for every year group and for every sport covered throughout the academic year. This will support teachers planning and delivery of PE sessions.</p> <p>SH to also create a PE progression document, showing progression of skills across the key stage.</p> <p>SH to introduce the PE knowledge organisers to class teachers and provide training during staff meetings (where necessary).</p> <p>SH/SLT to monitor how these lessons are going and evaluate the scheme.</p> <p>SH to organise/lead some CPD sessions based on Gymnastics, Hockey.</p> <p>Monitor closely the impact that the CPD sessions are having on the teaching and learning in PE. Are all teachers following the schemes of work provided? Are they teaching the correct objectives and programmes of work for the year group they teach?</p> <p>SH to attend the online CPD training organised by the LTA. Pass this training on to the rest of staff and hand out planning support documents that will help others.</p>	<p>create knowledge organisers and progression documents.</p> <p>£1250</p> <p>£44 – Half day cover for out of class training</p>	<p>and understanding about our PE curriculum coverage and progression in our school.</p> <p>All members of staff know how their lessons fit in to the children's KS2 PE journey and are aware of lessons prior and after.</p>	<p>organisers and progression documents have been written/completed but, due to the circumstances and restrictions this year, they have not yet been fully shared with staff or training around them provided. This will remain as a target for next year.</p> <p>Next year, teaching staff will use and follow the knowledge organisers as they are forming our progressive PE curriculum in school.</p> <p>Prior to starting Tennis teaching</p>
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To revisit key teaching principles in Tennis and attend an online, CPD course offered by LTA.			SH attended LTA course on Friday 26 th March 2021. Tennis resources and CPD shared with staff in preparation for Summer term lessons.	in the Summer Term 2022, SH to deliver additional training to all teaching staff and distribute new resources. Teachers to have access to LTA online lesson resources. Following this, Tennis sessions to be judged good-outstanding.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%

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>Purchase successful schemes/work based on physical activities that we would not normally offer in school, for example: Tai Chi Yoga Karate These activities can be done in classrooms (if necessary) or at home for pupils self isolating, etc.</p> <p>When possible - SH to organise and lead an after-school kurling club and</p>	<p>Children to access a range of sports and physical activities that they would not normally access in our PE curriculum. To peak children's interests in a range of sports and activities.</p> <p>Due to the circumstances regarding Covid, we have not</p>	<p>£44 SH time to set up equipment and prepare lessons for other classes.</p>	<p>This year, the children have accessed sessions on Tai Chi, Boxing and Karate, taking part in active challenges set by South Yorkshire School Games. The children also participated in games of Quiddich and we linked this to our World Book Day celebrations.</p>	<p>Due to the circumstances regarding Covid, we have not</p>

<p>arrange for Premier Sport to come back into school and lead extra-curricular activities based on a range of sports.</p>	<p>organised or run any after-school sports clubs this year. This will remain a target for next year. Active challenges introduced (see below).</p>			<p>organised or run any after-school sports clubs this year. This will remain a target for next year.</p>
<p>Introduction of Active Challenges in the Summer term 2021</p>	<p>SH to record physical active challenges for the children to have a go at whilst at home (extra-curricular). SH to link active challenges with other curriculum areas and base sheets around our school learning behaviours: look, listen, question, think and do. To gain children's interest and develop curiosity in different aspects of sports and to get the children to try new things. To get the children to challenge themselves and try to beat their personal best. Challenges offered include: Cheerleading Line Dancing Ballroom Dancing These are not normally covered in our PE curriculum.</p>	<p>£1840 – SH time to create the Active challenge sheets for the entire school.</p>	<p>The active challenges are raising the profile of PE and School sport again in our school and can be done at home. More children are taking part in extra-curricular physical activity and learning more about the world and other aspects of the sport by completing the sheet. Their learning is also linked to our school learning behaviours.</p>	<p>These challenges are linked to our work on Children's University and our pupils can earn credits by completing the work. This work will continue next year. Children's University to be relaunched in school in the Autumn term, as some pupils will not be aware of this incentive/reward scheme, due to the disruptions caused by Covid.</p>
<p>Swimming arranged for both Y4 classes in the Summer Term</p>	<p>Swimming sessions (and transportation to Aston) paid for, for all of our Y4 children.</p>	<p>£2530 + transport £1430 Total = £3960</p>	<p>Children become more confident in their ability to swim and float in water. Children can swim short distances using a variety of strokes. Children learn about water safety.</p>	<p>Our current Y5 classes, who missed out on swimming last year, are to have lessons during the next academic year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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 in all bubbles are to participate in the virtual competitions led by SYS/WHs/JMAT: Totally Runnable (Hitting the Ground Running) Sportshall Athletics	Track children's participation in these festivals on the data collection spreadsheet. Encourage participation in these events/competitions by awarding prizes for the best and most improved sportsman/woman in each class bubble. Purchase appropriate prizes.	Cost of A4 white card for certificates and colour printing £122	Due to the circumstances surrounding Covid, there have been no face-to-face competitions during this school year. Instead, our children have taken part in the following virtual competitions: <ul style="list-style-type: none"> Hitting the Ground Running (cross country) Multi-Skills Challenges South Yorkshire School Sports Week Challenges During the Summer term, our children were involved in some in-class competitive sport, competing against each other in sports such as Cricket, Rounders, Tennis and Golf.	Next year, children will hopefully be able to participate in our normal inter-school competitions across at Wales High. We are aware that we will need to raise the profile of these within our school once more. Rewards/prizes/trophies to be bought and given out.
Introduction of Active Challenges in the Summer term 2021	To get the children to challenge themselves and try to beat their personal best.	SH time (previous accounted for).		

Signed off by	
Head Teacher:	J. Elstone

Date:	9 th July 2021
Subject Leader:	S. Hall
Date:	5 th July 2021
Governor:	J. Repen
Date:	Ratified at Governor's Meeting - July 2021