

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:

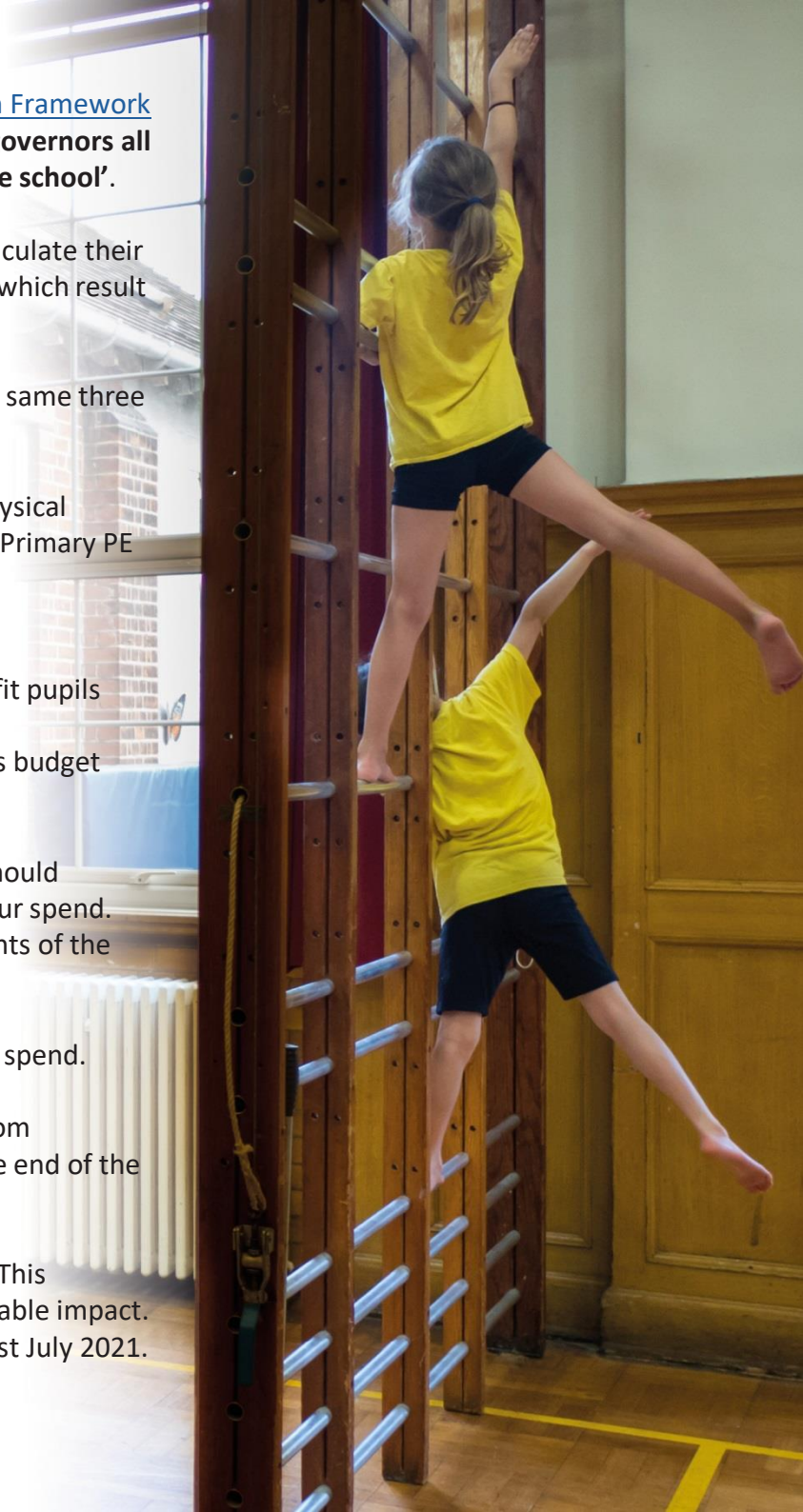
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021:	Areas for further improvement and baseline evidence of need:
<p>Maintaining Gold Status for School Games Mark. CPD for Subject Leader Increased participation and confidence in Intra and Inter school competitions Improved activity levels during playtimes with introduction of new play equipment New redesigned curriculum and assessment system implemented. Exciting taster sessions organised to inspire and engage pupil</p>	<p>Continue to identify and improve mental health and wellbeing of all pupils Increase opportunities for outdoor active learning All staff engaging with CPD provided by external providers, rather than just subject lead. Further and wider range of extra-curricular provision. Continue NOSSP mentor service to further upskill staff in delivery of high quality PE provision. Develop intra-school competitions</p>

<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>	
<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>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	

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: 2021/2022		Total fund allocated: £20640		Date Updated: 20.07.21	
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: 24%
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?:
Use outdoor areas for learning opportunities throughout the school day		Subject lead to speak to staff to consider outside opportunities for a range of lessons and suggest ways to complete this.		£5000	
Have more active breaks throughout the day to increase children’s daily activity.		Subject lead to speak to staff regarding possible ways to have active breaks or increase more active lessons.			
Monitor the weekly mile on a half-termly basis		Weekly mile run at various times each week. Stagger the distance run to increase stamina and performance Record the times on a half-termly basis to ensure times are improving – subject lead to offer help as needed for those classes not improving.			
Weekly PE lessons with a range of sports offered throughout the year		Ensure curriculum plan is progressive and a range of sports are			Sustainability and suggested next steps:

<p>Range of activities and equipment offered at playtime to encourage a range of physical activity.</p>	<p>offered throughout the school</p> <p>Plan games and activities around the playground markings and climbing frame across the school.</p> <p>Use of the sound system to encourage Zumba and dance.</p> <p>New playground activities/equipment.</p>			
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 48%</p>
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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>Improve staff confidence in teaching of PE, and consistent delivery of high quality PE lessons</p> <p>The use of North Oxford School Sports Association (NOSSP) based in Banbury as an expert resource</p>	<p>Use NOSSP staff to help with lesson planning and teacher performance standards.</p>	<p>£10000</p>		

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation: %</p>
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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</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>

consolidate through practice:				
CPD for PE coordinator to better support staff and provide more opportunities for the children in school	Class based help Regular meetings with the NOSSP staff Relevant courses to up skill PE coordinator	As well as the money spent on NOSSP (see indicator 2) £1000		
CPD for all teachers: Enrolment with North Oxford School Sports Association. Up skilling all staff with planning, teaching and assessing.	Planning sessions Class based help ½ to 1 day a week. Use 'Get Set 4 PE' to help with teachers planning and confidence. Book courses for staff as relevant.			
In school training from PE coordinator for teaching staff	Staff meetings lead by the PE lead			

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?:
Board range of sports across the school day through lessons, Golden times and after-school clubs. After-school clubs provided by school staff and external providers. NOSSP staff to run sports during our Golden time on a Friday to offer a large range of sports	Plan a broad sports curriculum which covers a wide range of activities and skills. Plan a timetable of after-school clubs which includes a broader range of sports for children across the school. Book external providers as needed for after-school clubs, stager	As well as the money spent in indicator 1 £3500	Sustainability and suggested next steps:

<p>Offer a range equipment at playtime and lunchtimes.</p> <p>Engage with inter-school competitions to broaden children's opportunities.</p> <p>Additional achievements:</p>	<p>opportunities for children across the school.</p> <p>Organise a timetable for NOSSP staff to work with different classes throughout the year during golden time.</p> <p>As mentioned in Key Indicator 1; update playground equipment for each class, to enable new and different playground activities</p> <p>Review every competition offered within school and speak to the relevant school staff.</p> <p>Plan transportation and equipment as needed for competitions.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.5%
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:
Partake in the virtual and face-to-face competitions organised by NOSSP. Partake in the football league organised between schools. Intra-school competitions once every half-term.	Work with NOSPP staff for inspiration in different events. Subject lead to monitor competition emails and speak to relevant staff. Subject lead to work with staff and organise children for sessions. Subject lead to work with other schools to communicate about the football league. Subject lead to ensure that the resources are available for the football league. Subject lead to plan class, year group and whole school events. To buy equipment to support the competitions. Plan for activities that engage less active children.	£1000		

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	