

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by




Department
for Education

Created by



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

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:
<ul style="list-style-type: none"> - Raised the profile of keeping active and healthy throughout lockdown by entering and competing against other schools in our locality doing various challenges - Provided children with a variety of physical activity challenges and games to take part during the lockdown and home learning - A varied programme of sports to be taught across the school to be implemented and monitored to ensure the progression of skills are evident in line with the curriculum. 	<ul style="list-style-type: none"> - Introduce more active lessons and active break times across the whole school post covid-19 pandemic/bubble system removed - Increase participation levels in inter and intra school sport for all levels of ability - Raise awareness/knowledge of the importance of a healthy and active lifestyle both physically and mentally with our children and parents

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 funding allocated: £17000		Total fund carried over: £12036	Date Updated: March 2021
What Key indicator(s) are you going to focus on? 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			Total Carry Over Funding: £12036
Intent	Implementation		Impact
<p><i>Your school focus should be clear how you want to impact on your pupils.</i></p> <p>a) New equipment order for PE lesson delivery and active break/lunch times to enable the children to be able to stay active, healthy and participate in different sports, physical activity and PE during difficult times with C19 and lockdown.</p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p> <p>a) Carry out stock audit</p> <p>a) Order new equipment and offer staff opportunity to suggest specific equipment needed to support their teaching</p> <p>a) Order new equipment to encourage increased activity levels during break times (per class bubble)</p> <p>a) Purchase boxes for each year group bubble to store the equipment and resources in so that they didn't get cross</p>	<p><i>Carry over funding allocated:</i></p> <p>a) £2334.42</p>	<p><i>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?:</i></p> <p>a) Equipment used during whole class PE lessons is safe, good quality and sufficient in number in order to provide all pupils with opportunity to achieve their full potential</p> <p>a) There is a sufficient amount of equipment to ensure there is no disruption to the teaching of the curriculum due to extra cleaning/sharing procedures in line with covid-19 guidance</p> <p>a) Achieve better educational</p>
			Sustainability
			<p><i>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</i></p> <p>a) Discuss during a staff PDM each half term (prior to next half term's topic beginning) to identify any additional equipment staff would like to purchase for PE lessons</p> <p>a) Encourage more 'personal challenge' through the active agents' active break times to motivate pupils</p> <p>a) Speak with school council about new clubs they would like to see offered in order that pupils are more motivated to</p>

	contaminated for break times and lunch times. <i>*Extra stock required to ensure all classes/bubbles have sufficient equipment to use in lessons as well as break times due to the difficulties in sharing/cleaning equipment</i>		outcomes including improved motor development, improved confidence and better resilience.	participate
b) Order new skipping ropes	b) each class bubble has their own set so that they can take part in the Sheffield Skipathon and to encourage increased activity levels during break times	b)£500	a) Provide opportunities to make active choices that are built into their everyday school life. a) Supporting children to increase their physical activity habits and therefore improve physical and mental health outcomes. b) There is a sufficient amount of equipment to ensure there is no disruption to the teaching of the curriculum due to extra cleaning/sharing procedures in line with covid-19 guidance	b) Further involvement in skipping school events/competitions b)Arrange for Skipping School to visit once a year with each year group to build on existing abilities, introduce new skills and boost motivation levels b)Sign up to the Sheffield Skipping School competition in the coming years once it is running again (<i>in line with covid-19 guidance</i>)

<p>c) Obtain a 2simple Evidence Me whole school subscription</p> <p>d) Purchase staff ipads for the recording of active learning and promotion of school sport via twitter</p>	<p>c) purchase subscription to the 2simple Evidence Me membership</p> <p>c)provide staff PDM on how to use the app/website</p> <p>d) purchase new staff ipads and ensure all staff are confident in using these with the new Evidence Me app</p>	<p>c)2400</p> <p>d)£3150</p>	<p>c) encourage an increase in practical/active learning with a new way of recording used throughout the school</p> <p>d) encourage an increase in practical/active learning with a new way of recording used throughout the school</p> <p>d)ipads can be used to share school sport/physical activity via twitter</p>	<p>b)Take part in future skipathons</p> <p>b)Sign up to the Sheffield Skipping School competition in the coming years once it is running again <i>(in line with covid-19 guidance)</i></p> <p>c)active learning encouraged throughout the school</p> <p>d)encourage sharing of sport/physical activity on the school twitter</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>a) Sport and physical activity success to be celebrated within the school and the community.</p> <p>b) Water bottles and carriers ordered for whole school to promote the importance of a healthy lifestyle and diet</p>	<p>a) introduce awards for every year group to be given out at the end of each half term in whole school assembly</p> <p>a) Order sports equipment for prizes for half-termly award winners</p> <p>a) create certificates for effort and achievement</p> <p>b) Order new water bottles for all pupils this academic year</p>	<p>a) *see funds allocated from key indicator 1</p> <p>b) £564.25</p>	<p>a) profile of sport across the school is raised</p> <p>a) children are motivated to fulfil their abilities and take part in more physical activity at home with their equipment prizes</p> <p>b) Pupils are aware of the benefits of healthy lifestyles and diets and are encouraged often to drink lots of water</p> <p>b) Individual bottle is a hygienic way of encouraging pupils to drink water (in light of covid-19 pandemic)</p>	<p>a) next step: share award winners on school twitter (permission dependent)</p> <p>b) Encouraging more active learning across other curriculum areas</p> <p>b) Continue to promote the importance of a healthy lifestyle and discuss with the school council more ways to do this across school</p> <p>b) Promote healthy eating to parents with a focus on improving the contents of packed lunches</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	Sustainability
<p><i>Your school focus should be clear how you want to impact on your pupils.</i></p> <p>a) Subscription to the Points PE Network for 2 years</p> <p>b) Dance CPD for staff</p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p> <p>a) Attend points network meetings termly</p> <p>b) sign up to the Dance CPD training via zoom</p>	<p><i>Carry over funding allocated:</i></p> <p>a) £1600</p> <p>b) £25</p>	<p><i>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?:</i></p> <p>a) updates and information provided regularly by the points team.</p> <p>a) various CPD opportunities for staff</p> <p>a) access to a wide range of sports competitions</p> <p>a) support throughout the membership period for PE lead</p> <p>b) increased staff subject knowledge and confidence</p> <p>b) higher quality teaching for</p>	<p><i>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</i></p> <p>a) Continue membership</p> <p>a) Sign up to competition packages</p> <p>a) Offer staff training opportunities based on their indicated areas of need from staff audits</p> <p>b) conduct further staff audits to identify any areas staff would like CPD opportunities</p>

<p>c)Membership with Sheffield United Football Club and Premier League Primary Stars renewed in order to provide all staff with an opportunity to upskill by working alongside the SUFC coach so that pupils receive high quality PE lessons</p>	<p>c)Organise with SUFC contact which half day they will be delivering sessions (2 classes each half term - rotation)</p> <p>c)organise after school football club day for Y5/6</p> <p>c)organise a term and date for the 'joy of movement' project with Y5</p>	<p>c)£5978.38</p>	<p>pupils in our Spring 2 dance topic</p> <p>c)All teaching staff are provided with a half term (5 classes will receive 2 half terms) of delivered sessions by an SUFC coach working alongside our school's new curriculum thus giving them knowledge and practical skills to deliver better quality PE lessons independently. Confidence is also gained by staff as they have opportunity to discuss queries with SUFC coach and teach alongside.</p>	<p>in</p> <p>c)Staff audit to identify areas for possible CPD and whole staff training</p> <p>c)Organise the SUFC session rota to ensure that staff are provided with the opportunity to teach alongside the coach in different half term topics than the previous academic year in order to increase staff knowledge, skills and confidence</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	Sustainability
<p><i>Your school focus should be clear how you want to impact on your pupils.</i></p> <p>a) Skipping school day. Each class has the opportunity to learn new skipping skills and take part in a mini class competition (<i>skipping visit day to be held outside, socially distanced in line with covid-19 guidance</i>)</p> <p>b) Sign up to the virtual Sheffield Skipathon (run by Skipping School) to keep motivation levels high and give all pupils the opportunity to take part in competitive sport</p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p> <p>a) Organise a visit day from Skipping School when covid-19 guidance allows</p> <p>b) Sign up to the Sheffield Skipathon running in autumn 2 term</p> <p>b) Ensure each class bubble has sufficient skipping ropes for each child to take</p>	<p><i>Carry over funding allocated:</i></p> <p>a) £250</p> <p>b) *see funds allocated from key indicator 1</p>	<p><i>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?:</i></p> <p>a) Children felt confident about their own skipping abilities and acquired new skipping skills from the training sessions.</p> <p>a) Children felt motivated to try their hardest and teachers noted a high level of enthusiasm which has seen an increased uptake of children skipping during break/lunch times also.</p> <p>b) Children have access to competitive sport virtually across Sheffield in a year where no inter-school competition has been able to take place due to covid-19</p>	<p><i>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</i></p> <p>a) Arrange for Skipping School to visit once a year with each year group to build on existing abilities, introduce new skills and boost motivation levels</p> <p>a) Sign up to the Sheffield Skipping School competition in the coming years once it is running again (<i>in line with covid-19 guidance</i>)</p> <p>b) Take part in future skipathons</p> <p>b) Sign up to the Sheffield Skipping School competition in the coming years once it is running again (<i>in line with</i></p>

	part in the competition			covid-19 guidance)
c)Take part in Sheffield's citywide 'Beat the Street' initiative is the summer term	c)sign up to Sheffield's 'Beat the Street' initiative c)make parents aware of the scheme c)promote to children with an assembly	c)£0	b)Children felt confident about their own skipping abilities and acquired new skipping skills from the virtual training sessions. b) Children felt motivated to try their hardest and teachers noted a high level of enthusiasm which has seen an increased uptake of children skipping during break/lunch times also. c)Children and families were highly engaged and inspired to take part in the scheme c)Beat the street filmed the informative promotion video with some of our KS2 pupils which had a big impact on the motivation to take part of our children and their families	c)encourage lots of active travel to and from school c)look into more ways to support physical activity levels outside of school c)provide parents with more information/support
d)Pro-Ride balance bike training day for FS2 and Y1 (<i>visit day to be held outside, socially distanced in line with covid-19</i>)	d)arrange visit day with Pro-Ride coach subject to covid-19 guidance	d)£293.92	d)all FS2 and Y1 children have access to a balance bike training session to build on their core balance and gross	d)arrange yearly visit from Pro-Ride d)ensure sufficient number of school balance bikes and

guidance)			motor skills	standard bikes to give children further opportunity to continue developing the skills they have gained from their training session
e) Healthy and happy week organised for the second year running – a week whereby the whole school is off-timetable and takes part in a variety of new sporting activities as well as a broad range of workshops focusing on the importance of physical activity, healthy lifestyles, healthy diet and hygiene. Pupils also take part in various mindfulness and positive mental wellbeing sessions	e)organise activities and outdoor sessions where possible in line with covid-19 guidance e)provide staff with a bank of ideas on mindfulness and physical activity to build up the rest of the opportunities offered throughout the week as this year we are not able to have as many workshops and visits happening in school due to covid-19 e)order cookathon, smoothie bike ingredients and other resources required to run the week	e)£222.69	d)children have increased confidence in riding a bike e) All pupils were engaged in activities throughout this week and built upon their knowledge of the importance of physical activity, healthy lifestyles and mental wellbeing e)children were given opportunity to engage with new sports/activities	e)Continue to research and organise a broad variety of exciting activities and sports offered in our Healthy and Happy week and within our after school clubs e)Carry out pupil/school council audits to take pupils' voice into account
f)Christmas Santa Dash fun run for each year group	f)Santa Dash date and timetable organised so that each year group has	f)£0	f)children are all able to take part in the event regardless of	f)look into a school Spotify subscription to offer children

	<p>an allocated slot to ensure no mixing of class bubbles in line with covid-19 guidance</p> <p>f)arrange music and inflatables for the event</p>		ability levels	day a week with music for their break and lunch times to encourage physical activity following the engagement of children with the musical Santa Dash
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
a)Beat the Street Sheffield Initiative	a)Encourage teachers to take part and sign up to. a) sign up to Sheffield’s ‘Beat the Street’ initiative a)make parents aware of the scheme a)promote to children with an assembly	a)£0	a)Competition is introduced by using physical activity across the school and embed this process for every child. This can take place as personal challenges (how many points each individual child has collected) or as a school team across the locality (how many points the school has collected on the leaderboard) b)Children have access to competitive sport virtually across Sheffield in a year where no inter-school competition has been able	a)This will end before the new school year starts. Was a one-off initiative offered by the council. a)To take part in any other initiatives that are offered to us as a school. b)Take part in future skipathons b) Sign up to the Sheffield
b)Sign up to the virtual Sheffield Skipathon (run by Skipping School) to keep motivation levels high and give all pupils the opportunity to take	b)Sign up to the Sheffield Skipathon running in autumn 2 term	b)*see funds allocated from key indicator 1		

part in competitive sport	b)Ensure each class bubble has sufficient skipping ropes for each child to take part in the competition		to take place due to covid-19	Skipping School competition in the coming years once it is running again (<i>in line with covid-19 guidance</i>)
c)School Sports Day	c)organise whole school sports day to be held on school grounds this year due to covid-19 guidance. c)organise events, timetables, resources, rewards and point scoring system so that each class bubble can compete without mixing with others	c)£76.84	c)children are able to take part in intra school competition	c)organise future sports days and look into organising more intra school competition post covid-19 pandemic

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	No

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	H Lodge
Date:	30.7.21
Governor:	
Date:	

