

# 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:

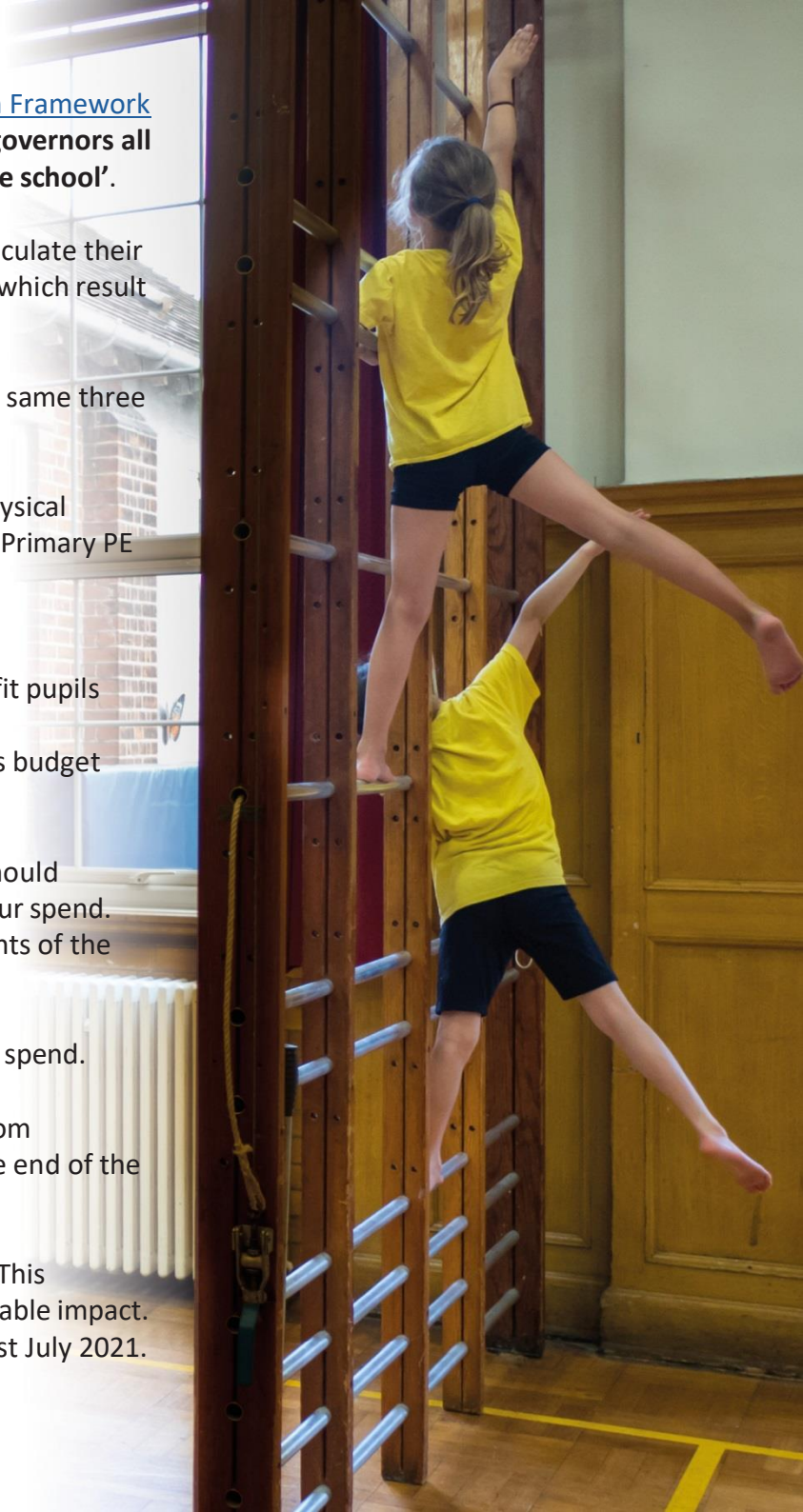
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](http://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 **31<sup>st</sup> 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Girls Active Award</li> <li>• Modeshift Stars Active Travel</li> <li>• Bbraun – multiskills- physical activity in young children</li> <li>• Sheffield United Move more and learn</li> <li>• Development plan for school sports and activity</li> <li>• Adopting a whole school approach which includes values of the school and a clear progression of skills throughout year group.</li> <li>• Raised profile of PE through Class Dojo.</li> <li>• Staff development of PE through coaching support and mentoring</li> <li>• Implementation of Rawmarsh scheme to upskill and support teachers to deliver high quality PE sessions.</li> <li>• Introduction of SLT to manage PE across the school</li> <li>• School Games commitment Award</li> <li>• Playground equipment updated and LSA’s trained to include active playtimes for all pupils</li> <li>• Active Mornings- within breakfast club</li> <li>• Moki band mile- for all vulnerable/ keyworker pupils during Lockdown, promoting active pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• OAA</li> <li>• Key achievement for swimming</li> <li>• Opportunities for inactive pupils</li> <li>• Understanding of a healthy lifestyle</li> <li>• Booster swimming sessions</li> <li>• New scheme of work implemented across school</li> <li>• Bikeability for years 5 and 6</li> </ul>

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      £0**  
**+ Total amount for this academic year 2020/2021    £19,500**  
**= Total to be spent by 31st July 2021                £19,500**

<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><b>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.</b></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><b>N.B.</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>	13.3%
<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>	13.3 %
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	93.3 %
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b> Moving to 2021/22

## 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: £19297		Date Updated: 29/07/2021	
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: 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
(Active travel) increase number of children actively travelling to school	<ul style="list-style-type: none"> <li>• Provide bike shelter at front and at rear of school (capital fund)</li> <li>• Bikeability for Y5 and Y6 pupils (covid impact for Year 5)</li> <li>• Balance bike and programme to get pupils able to ride bikes safely</li> <li>• Incentives to encourage walking to school including parental participation</li> <li>• Active school challenge implemented across school</li> <li>• Parking restrictions in place to encourage active travel.</li> </ul>		£1152	<ul style="list-style-type: none"> <li>• Pupils encouraged to cycle to school</li> <li>• Higher percentage of pupils travelling to school by bike/ walking.</li> <li>• 78/128 parents who completed active travel form walked to school with their children (61%)</li> </ul>	
				<ul style="list-style-type: none"> <li>• A wider range of activities to be provided</li> <li>• Playleaders to deliver lunchtime clubs with incentives to promote physical activity</li> <li>• Freshair fitness to be available for pupils during the school day e.g. breaktimes and lunchtimes and before the start of the school day.</li> </ul>	

<p>( Active environments) Increase activity levels during break and lunchtimes</p>	<ul style="list-style-type: none"> <li>• Investment to develop outdoor provision for pupils outside of curriculum time.</li> <li>• Design a rotation system for the playtime equipment for each year group allowing opportunities for a range of activities for each year group</li> <li>• Introduce a range of activities to Breakfast Club enabling pupils to access 30 minutes of physical activity</li> <li>• Play leaders include target challenges for the equipment available and incentives provided for pupils when achieved.</li> </ul>	<p>£2536</p>	<ul style="list-style-type: none"> <li>• All pupils have the opportunity to access a wide range of resources which promote physical activity throughout the day.</li> <li>• On average, 100% of pupils access activities which promote physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Develop use of Year 5 and 6 play leaders to work with more year groups</li> </ul>
<p>After School club- Football</p>	<ul style="list-style-type: none"> <li>• Continued links with Sheffield United throughout Summer term to encourage more participation in physical activity for those most hit by Covid (year 6)</li> </ul>	<p>£456</p>	<ul style="list-style-type: none"> <li>• Year 6 pupils have the opportunity to take part in After School Clubs on top of 2 hours of PE</li> <li>• Encouraging a healthier lifestyle for girls and boys in Y6</li> <li>• Inter class competition opportunities which have been unavailable previously (due to Covid)</li> </ul>	<ul style="list-style-type: none"> <li>• Continued opportunities for ASC next year for more pupils- targeting specific pupils e.g. behaviour, healthy lifestyle etc.</li> </ul>
<p>Moki band mile implemented across year group- To develop pupils stamina To develop fitness during lockdown</p>	<ul style="list-style-type: none"> <li>• Staff trained on use of Moki bands to ultimately train pupils</li> <li>• Use of Moki bands across school</li> <li>• Records of starting and end achievements – distance and steps across a term</li> </ul>	<p>£768</p>	<ul style="list-style-type: none"> <li>• Pupils have the opportunity to monitor their fitness levels and identify development of fitness based on active involvement of Moki band Mile.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce an active moki band mile before school each day- play leaders to run and record.</li> </ul>

Active sessions	<ul style="list-style-type: none"> <li>F2 and Y1 take part in a wide range of physical active 10min brain breaks, which include sessions such as Five a Day.</li> </ul>		<ul style="list-style-type: none"> <li>Pupils are more focused and energised, enabling greater focus on learning</li> </ul>	<ul style="list-style-type: none"> <li>To introduce brain breaks in other year groups, initially KS1.</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> How does it impact on attendance, attainment, e.g. breakfast club- whole school approaches- balance bikes- intro to playtimes				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:
<ul style="list-style-type: none"> <li>Raising profile of PESSPA through online platform</li> </ul>	<ul style="list-style-type: none"> <li>Class Dojo used to inform parents of ways to support becoming active.</li> <li>To share and celebrate achievements in school with parents.</li> </ul>	£768	<ul style="list-style-type: none"> <li>Pupils are sharing their home achievements through class Dojo.</li> <li>100% of parents signed up with Class Dojo and able to identify ways to keep active.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage involvement of events (families joining sporting events in school/ competitions etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Whole school improvement for attendance (lateness)</li> </ul>	<ul style="list-style-type: none"> <li>Just Dance implemented within breakfast club for targeted pupils.</li> <li>Breakfast provided for pupils and those who arrive late are encouraged to attend to reduce the amount of missing learning.</li> </ul>	£384	<ul style="list-style-type: none"> <li>Increased amount of pupils arriving on time</li> <li>At least 10 % of pupils take part in club daily (not the same pupils every day)</li> <li>How many pupils take part in breakfast club</li> </ul>	<ul style="list-style-type: none"> <li>PE to be whole school curriculum focus</li> <li>Use clubs to target behaviour/ social emotional etc.</li> <li>Identify which pupils regularly use breakfast club- PP lates etc.</li> </ul>
<ul style="list-style-type: none"> <li>To raise profile of PE across school</li> </ul>	<ul style="list-style-type: none"> <li>Supporting members of staff.</li> <li>Deputy head to work alongside PE coordinator to develop skills and support in effective leadership of subject</li> </ul>	£4202 Deputy Head of school supporting staff and PE lead to develop PE	<ul style="list-style-type: none"> <li>Staff are more confident in delivering PE across the whole PE curriculum.</li> <li>School engagement in wider community and network initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>To form school development plan to ensure that PE is of high quality, confidently taught and majority of pupils making at least</li> </ul>

	<ul style="list-style-type: none"> <li>To include latest initiatives and ensure staff are fully on board with each initiative.</li> <li>Communication with outside agencies remains strong.</li> <li>To raise profile and drive throughout school</li> </ul>	across school		<p>expected progress and achieving against the objectives.</p> <ul style="list-style-type: none"> <li>To develop more opportunities to increase levels of activity (fresh air Fitness)</li> </ul>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	30%

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?:
A broad and balanced curriculum to develop staff subject knowledge and the whole child.	<ul style="list-style-type: none"> <li>Rawmarsh scheme introduced to HLTA's delivering PE.</li> <li>Scheme of work analysed</li> <li>Bespoke further training provided for specific individuals including Arches support.</li> <li>Audit to be carried out after unit of work delivered on effectiveness of support for subject knowledge and pupil impact.</li> </ul>	£1568	<ul style="list-style-type: none"> <li>Staff have had an extra resource to support the planning of all aspects of the National Curriculum</li> <li>Develop a consistent approach to PE throughout school (including Foundation)</li> <li>Supported staff to deliver high quality sessions (however staff struggled to follow detailed plans)</li> <li></li> </ul>
Teacher planning and delivery of a unit of work is progressive and allows pupils to develop subject knowledge and skills within an area	<ul style="list-style-type: none"> <li>PE mentor (DEP head) released for ½ day a week to work with specific members of staff</li> </ul>	£4202 (PE leadership support for teachers)	<ul style="list-style-type: none"> <li>Teachers and support staff have a deeper subject knowledge of skills and games throughout the curriculum.</li> <li>Planning allows for pupils to be active for a greater period of time throughout</li> </ul>



			every PE session <ul style="list-style-type: none"> <li>• Delivery of sessions are more precise and gives clear instructions allowing pupils to develop skills further.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of pupils achievements throughout the unit of learning will become more precise and accurate.</li> </ul>
To increase staff knowledge and understanding of wider National Curriculum topics	<ul style="list-style-type: none"> <li>• Orienteering markers updated for KS1 and KS2</li> <li>• Maps updated to include new building etc.</li> <li>• Resources to support new maps etc. including lesson plans to support staff</li> </ul>	(See funding in KPI 4 for orienteering)	<ul style="list-style-type: none"> <li>• Staff have a greater understanding of orienteering.</li> <li>• Delivery of orienteering is of a high quality</li> <li>• Links made to other areas of the curriculum (map reading skills)</li> </ul>	<ul style="list-style-type: none"> <li>• Further staff training due in 2022- prior to orienteering topic in summer 1</li> <li>• Monitoring of staff delivery of the topic to ensure that is of high quality</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				12%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Orienteering offered to all year groups throughout school (Year 1- Year 6)	<ul style="list-style-type: none"> <li>• Introduction of new orienteering maps and resources.</li> <li>• Training on the use across school for KS1 and KS2</li> <li>• Timetabled into the curriculum and identifying further opportunities to take part in orienteering/ map reading skills within Geography.</li> </ul>	£120- resources £125- staff training	<ul style="list-style-type: none"> <li>• Pupils were more active during PE sessions.</li> <li>• Learning new skills including map reading.</li> <li>• Creating more independent, team work and resilient opportunities for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for pupils to take part in OAA activities off site</li> <li>• Residential and day trips for pupils to include OAA opportunities</li> </ul>

<p>Beat the Street promoted with parents in school and out of school</p>	<ul style="list-style-type: none"> <li>• Year groups been out to use maps and FOBs during PE sessions</li> <li>• Communication with parents through Class Dojo</li> <li>• Promotion of Beat the Street through assemblies and continued information for parents through class Dojo</li> </ul>	<p>£108 Set up across school of Beat the Street.</p>	<ul style="list-style-type: none"> <li>• Map reading skills developed for pupils.</li> <li>• % of pupils been out marking the FOBs</li> <li>• Beat the Street day</li> </ul>	<ul style="list-style-type: none"> <li>• Roll out for all Year groups</li> </ul>
<p>Multisports and team building in partnership with outside agencies</p>	<p>KS1</p> <ul style="list-style-type: none"> <li>• Arches to come in and work with KS1 to develop team building skills through a range of sports</li> <li>• Specific pupils chosen to attend based on lack of participation in sport</li> <li>• Lessons mapped out linked to a range of team building opportunities</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>• Sheffield United delivering high quality skills based sessions for Year 6 pupils to support focus and behaviour throughout Summer term.</li> </ul>	<p>£1900</p> <p>See KPI 1</p>	<p>KS1</p> <ul style="list-style-type: none"> <li>• More pupils engaging in sport outside curriculum time</li> <li>• Pupils receiving high quality activities after school</li> <li>• Inspiring 22% more pupils in KS1 to take part in physical activity and sport.</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>• Pupils have engaged within the after school club with 25% of pupils taking part.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased support from Archers to develop links with outside agencies (archers)</li> <li>• Entry to competitions involved with Archers</li> <li>• Competitions with local LA schools/ DSAT schools.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Engagement in School Games virtual events and competitions	<ul style="list-style-type: none"> <li>Delivered through online platform (Class Dojo)</li> <li>Practising skills based in PE sessions and breaktimes to enable pupils to take part in virtual games.</li> </ul>	£324	<ul style="list-style-type: none"> <li>Events and challenges completed and achievements celebrated within classes and across school</li> </ul>	Virtual competitions to become 'real life' events post covid. Ensure all pupils in KS1 and Ks2 have the opportunity to take part in events and competitions for 21-22
Moki Band Mile Travelling across the country	<ul style="list-style-type: none"> <li>Pupils to have daily opportunity to take part in Moki band mile</li> <li>Distance for each pupils recorded</li> <li>Identify with pupils how far they have travelled cumulatively</li> </ul>	£576	<ul style="list-style-type: none"> <li>Pupils inspired to move further and more frequently.</li> <li>Links to other areas of the curriculum including maths</li> <li>Personal challenge as well as competitive within each bubble</li> </ul>	Develop this for whole school
Beat the Street family challenge	<ul style="list-style-type: none"> <li>Pupils to take part in school Beat the Street challenge</li> <li>Rewards for greatest points in class</li> </ul>	£108	<ul style="list-style-type: none"> <li>More pupils have become active.</li> <li>Families have become involved and school and home community links developed.</li> </ul>	<ul style="list-style-type: none"> <li>Look at ways in which this can be sustained for next year.</li> </ul>

Signed off by	
Head Teacher:	<i>M. Andrews</i> Mo Andrews
Date:	31/07/21
Subject Leader:	<i>M. Drake</i> Melissa Drake
Date:	29/07/2021
Governor:	
Date:	