

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"> Achieving gold mark in Sainsbury's School Games for the last 5 years High profile of PE across the school with increased staff confidence Individual athletes being signposted to continue with sports outside of school High level of participation in school games events at every level REAL PE scheme introduced and all staff fully trained Embed and secure the new PE curriculum and philosophy Introduced Real Gym Scheme of learning. <p>Funding =£18,840 2020-2021</p>	<ul style="list-style-type: none"> Greater involvement of increased numbers of children in extra-curricular sport Ensure there is a high standard of PE teaching across the school Aim for Platinum school games mark Further develop daily fitness activities to promote and health and well being Embed and develop accurate use of PE assessment tool to monitor physical and mental well-being development. Improve and develop 'active – KS1' learning environment to healthy and active lifestyles. Reconsider appointing a sports apprentice/after school play leader to enhance delivery of sporting activities throughout the school day; spring 2021. Aim to further develop the leadership of purposeful play. Further develop active travel and achieve mode shift stars gold. Provide active holiday club support.

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		Total fund carried over: £	Date Updated: January 20201
What Key indicator(s) are you going to focus on? Key indicators 1, 2 and 4.			Total Carry Over Funding: £11,000
Intent	Implementation		Impact
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Increase and continue to promote 'active travel' initiative</p> <p>Facilitate 60 active minutes a day</p> <p>Continue to develop 'active – KS1' learning environment – promoting physical literacy and play</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Set up and launch active travel project – include loan of bikes, travel tracker, active leader, track events etc at both sites.</p> <p>Provide an outdoor space and all weather active area for children at Hewish to ensure 60 minutes of physical activity can be carried out.</p> <p>Develop the equipment/resources available within the active KS1 learning environment to increase participation in physical activity</p>	<p>Carry over funding allocated:</p> <p>£1000</p> <p>£7,000</p> <p>£3000</p>	<p>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?:</p> <p>Chn will be able to participate in active travel scheme and programmes and raise hrs of physical activity each day.</p> <p>Chn will be able to take part in a minimum of 2 PE lesson a week despite the weather, chn will be able to have active and physically engaging break and lunchtimes and chn will be able to continue to participate in after school clubs and all round daily activity.</p> <p>New equipment and resources in KS1 will further increase the participation in physical activity to at least 30 minutes a day.</p> <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Promoting active travel initiate will increase physical levels of activity, inter/intra competition and road safety and environmental awareness</p> <p>Focused usage.</p> <p>Allowing staff to deliver a rich and in depth physical education curriculum and wrap around activities.</p> <p>Continued focus to develop next year.</p>

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 25m?	2019/20 Data 84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	84% Due to decrease in percentage, we intent to provide swimming and water safety intervention during 20/21
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Children were unable to take part due to school closure – Covid 19.
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

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 <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:
				23.9%
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"> To ensure that all children are engaged in physical activities every day To ensure that all pupils have regular daily exercise 	<ul style="list-style-type: none"> Continue to train year 5/6 / older bubbles to be 'Positively Energetic Play-PEP' leaders to plan for and lead sporting activities at break and lunch times (Term 2/3) PEP leaders to be given responsibility and training Sep 2020. (Term 2) Lunchtime energetic play is purposeful and an integral part of daily fitness at school Continue to monitor and ensure PEP equipment is adequate and safe to use. (Weekly) Through the introduction of active family community boxes, children will participate more regularly in daily exercise. 	£500	<ul style="list-style-type: none"> Year 6 children will continue to confidently lead positive play activities as PEP leaders to encourage positive play at break times (pupil voice will show pupils positive comments about positive play) New equipment will lead to an increase in children participating in PEP at break times and lunchtimes Classes will regularly participate in the active mile / wake and shakes which will lead to an increase in physical and mental wellbeing for all pupils. 	<ul style="list-style-type: none"> Equipment to be reviewed every year PEP leaders – to be given training to support and develop new PEP leaders each year.

<ul style="list-style-type: none"> To improve and develop 'active – KS1' learning environment 	<ul style="list-style-type: none"> Develop the equipment/resources available within the active KS1 learning environment to increase participation in physical activity. (Term 1 and 2) 	£1500	<ul style="list-style-type: none"> New equipment and resources in KS1 will further increase the participation in physical activity to at least 30 minutes a day. 	<ul style="list-style-type: none"> Phase development of KS1 to be considered and resourced accordingly; review to take place at the end of each phase.
<ul style="list-style-type: none"> Introduce a 'healthy and active me' festival linking to PSHE Jigsaw Term 4 unit to promote healthy and active lifestyles. 	<ul style="list-style-type: none"> Organise and run 'Healthy and Active me' school and community Festival during Term 4/5 2021. 	£500	<ul style="list-style-type: none"> The 'Healthy and Active me' Festival will encourage pupils, families and our local community to engage in physical activity whilst raising awareness of mental health and physical well-being. Activities and strategies shared with pupils and families will promote and encourage active lifestyles. 	<ul style="list-style-type: none"> Annual 'Healthy and Active me' Festival to be considered after 20/21 review.
<ul style="list-style-type: none"> Increase 'active travel' initiative 	<ul style="list-style-type: none"> Collaboratively work alongside living streets to raise profile of active travel across both sites. (Term 2) Plan and introduce active travel to school and community events and introduce loaning active travel equipment e.g. bikes/scooters at both sites Develop active travel playground e.g. bike/scooter printed track and playing opportunities at break and lunch times at WW. (Term 3 and 4 – extended term 5 and 6) Introduce active travel leaders and collaborative active travel to school through holding events and days regularly. (Term 3 and 4 – extended term 5 and 6) 	£2000	<ul style="list-style-type: none"> Children and families will be encourage to participate in active travel which will further increase and promote daily activity. 	<ul style="list-style-type: none"> Consider organising community active travel events.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				23.6%
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"> Raise the school's profile of sport, PE and active lifestyles on social media. 	<ul style="list-style-type: none"> St. Anne' sport and PE pages on Twitter and the website to be updated and publicised. CB/LH to encourage all staff to promote and share active play and PE via social media. CB/LH to stream and promote school achievements and participation in school games, inter-sport competitions and additional curriculum sporting activities ongoing Jill Dando News Centre to share good sporting news Ongoing 	£50	<ul style="list-style-type: none"> School's sport, PE and physical activity profile will be raised. Participation from families and the community in school events will increase. School's achievements shared and widely recognised. 	<ul style="list-style-type: none"> Consider holding lives to share with the community during key events – response to Covid 19 where spectator numbers may be reduced.
<ul style="list-style-type: none"> Continue to encourage and develop the active mile and active travel initiative to improve the physical and mental wellbeing of all pupils 	<ul style="list-style-type: none"> Continue to embed active mile / wake and shake activities across the school alongside active travel. (Term 2/3) Raise profile of active mile – take part in Race for Life Primary school event 20/21 - community event. 	£100	<ul style="list-style-type: none"> Children participate regularly in the daily mile and this will lead to an increase in physical fitness (children will increase the distance they can jog and keep a record of how far they have travelled) Children will feel happier, fitter and healthier which will increase focus and concentration in the classroom. 	<ul style="list-style-type: none"> Consider organising regular community active mile events.
<ul style="list-style-type: none"> Further develop PSHE to include a strong focus on physical and mental health and well being 	<ul style="list-style-type: none"> Continue to embed Jigsaw Scheme of learning. Introduce Thrive mental health and physical well-being sessions with learning mentors across both sites to initiate intervention. Provide staff with Thrive training (Term 1) 	£1000	<ul style="list-style-type: none"> Children will be able to widely recognise their physical and mental health needs and learn strategies to support them. 	<ul style="list-style-type: none"> Thrive focused whole class support as well as intervention.

<ul style="list-style-type: none"> Ensure that there is a wide range of extracurricular sporting activities available for all to increase profile 	<ul style="list-style-type: none"> Provide additional non-traditional sporting activities and clubs e.g. wheelchair basketball, Yoga, fitness classes, scooter clubs etc. including travel. Teaching staff to run after school clubs during return to school phase to provide extra curriculum opportunities. (Term 3 / 4 and 5/6) 	£1500	<ul style="list-style-type: none"> The profile of extra-curricular sporting activities and non-traditional sports will be raised. 	<ul style="list-style-type: none"> Redesign extracurricular sporting timetable in align with Covid 19 risk assessments and changes.
<ul style="list-style-type: none"> To increase daily/ weekly sport and physical activities 	<ul style="list-style-type: none"> Continue to promote and encourage active mile, active travel and engagement in during break and lunchtimes Introduce termly 1 minute sporting challenges and games for personal achievement and class competitions (intra school competition) i.e. how many star jumps can be completed in 1 minute how many shuttle runs can a class complete in 3 minutes (Term 3 / 5 (lockdown)) Organise annual School Games Day inviting all families to attend alongside a family picnic. (Term 5/6) 	£150	<ul style="list-style-type: none"> Children's engagement in sport and physical activity will increase. The profile of sporting activities will be raised through internal challenges – successes shared in classes and celebration workshops – whole class challenges will raise the profile of competition within the school Full participation in sports day events raising profile of physical activity and pupil achievements in the community. Sports day events will be well supported by families – pupils' voice and parent voice will capture positive thoughts. Reflection on whole child centred sports day approach. 	<ul style="list-style-type: none"> Use PEP leaders to sustain sporting challenges Decrease obesity levels in all children with a particular focus upon Y6 Consider daily mile events to include parental participation – e.g. morning run, link to park run? To raise profile within the community.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> Enhance the skills of teaching staff to ensure quality PE and sport is taught for at least 2 hours a week Consolidate and review the new PE curriculum which focuses on fundamental skills through purchasing and training using Real PE Continue to provide new staff Real PE training as well as revising Real Gym for all staff. 	<ul style="list-style-type: none"> Embed, secure and evaluate new PE curriculum Continue to audit and purchase new equipment Provide regular CPD sessions to train staff (REAL PE and Real Gym) as well as team teaching opportunities to raise the standards of PE teaching practice across the school. Continuous. Support NQT and newly appoint staff with expertise coaching CPD support/ team teaching sessions. Term 2. Purchase Complete PE to support delivery of second lesson of PE each week, sports clubs and lunch time provision. 	£500	<ul style="list-style-type: none"> Staff will have developed their skill of teaching fundamental PE skills and be regularly incorporating them in weekly PE lessons Staff will develop skills to teach specific elements of PE through working alongside PE coaches ie gymnastics , football and incorporate these teaching skills in other PE lessons New equipment will enhance the teaching of PE skills and ensure all skills can be taught. Review of the PE curriculum will focus on a progression of fundamental PE skills and be shared with all staff. 	<ul style="list-style-type: none"> Host a REAL PE training session in collaboration with create to develop CPD for new staff. CB to run staff training on Real Gym/PE for new staff as well as those who require support in using this new teaching tool.

<ul style="list-style-type: none"> Improve assessment and progress review of PE. 	<ul style="list-style-type: none"> Introduce Real PE assessment tool – providing evidence and impact of teaching and pupil progress. Provide staff training. 	£0	<ul style="list-style-type: none"> Staff will be confident in monitoring and assessing pupil progress in line with the PE objectives and aims. 	<ul style="list-style-type: none"> Consider how to summative record and evaluate whole school improvement and progress over a 3 year period.
<ul style="list-style-type: none"> Develop links with Create to become an expert school 	<ul style="list-style-type: none"> Continue to monitor, reflect and evaluate the impact of the new PE curriculum across the school 	£100	<ul style="list-style-type: none"> Staff will be confident in participating in a PE deep dive. CB will be able to support other primaries in developing a robust, confident and progressive PE curriculum. 	<ul style="list-style-type: none"> CB to share knowledge and expertise with other primaries within the trust.
<ul style="list-style-type: none"> Embed PE philosophy from 4 - 16 across the trust(Enhance transition to Secondary) 	<ul style="list-style-type: none"> Work closely with secondary PE departments to develop links across KS2/KS3. CB to take part in PE hub? Host PE training with secondary colleagues to share REAL PE initiative. Reschedule 20/21 / 22 	£50	<ul style="list-style-type: none"> Progression between KS2 and KS3 curriculum PE will become more cohesive sharing the same underlying principals etc. More children will be encouraged to continue to participate in PE and sport throughout their secondary schooling. 	<ul style="list-style-type: none"> CB to speak to Head of PE at PSCA . CB to take part in PE hub training 2021
<ul style="list-style-type: none"> Raise knowledge and skills of staff in a range of sporting activities. 	<ul style="list-style-type: none"> Train year 6 staff on delivering water safety the delivery of swimming and water safety. Also provide an expert experience during Term 6 for Year 6 to apply knowledge in the water. Term 4/5 Support NQT and newly appoint staff with expertise coaching CPD support/ team teaching sessions. Term 2/3 CB to delivery Swimming Training term 6/ early Sep 2021. 	£250	<ul style="list-style-type: none"> Staff will be able to confidently deliver water safety lessons to increase pupil progress in 'What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?' Staff will become more specialised in the teaching of sport and PE. 	<ul style="list-style-type: none"> CB to organise expert support and CPD opportunities.

<ul style="list-style-type: none"> Appoint a play leaders to enhance PE and sport delivery 	<ul style="list-style-type: none"> Play leader/ apprentice will promote purposeful energetic play and physical activity during lunch times. Initiating active and healthy lifestyles during lunchtimes, 	£2563	<ul style="list-style-type: none"> Children will participate in more physical activity during the school day. Children will become more engaged in physical activity, play and support promoting active lifestyles. 	<ul style="list-style-type: none"> EHS/CB to appoint play leader.
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Ensure that children have access to a wide range of ‘different’ sports to widen participation and interest Raise children’s understanding, awareness and experience of extreme and unfamiliar sports. 	<ul style="list-style-type: none"> Introduce – extracurricular sport activities as part of ‘healthy and active me’ festival for Year 4/5 e.g. kayaking or extreme sports including transport Organise extra-curricular sporting spectator opportunities to capture student interest. Involvement in ‘different’ sporting events (Previously wheelchair basketball, badminton etc) Visits to watch high quality sport (previously international women’s cricket) Continue to provide opportunities to play / experience a range of sports through extra-curriculum experiences. 	£1500 £604	<ul style="list-style-type: none"> Increased engagement from children. Engaged and enthusiastic children will be signposted to extra-curriculum sporting clubs. Children will be inspired to take part in extra-curriculum sport which will promote active and healthy lifestyles. Children have the opportunity to participate in a variety of different sports Children have the opportunity to watch quality sport Children will be confident to undertake new sports both inside and outside of school 	<ul style="list-style-type: none"> Consider inviting guest athlete to inspire children in extra-curriculum sport. Children will be signposted to external clubs to continue additional activities outside of school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				29%
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"> All children in their time at St Anne's will have the opportunity to compete in at least a level 2 competition 	Continue to provide opportunities for all KS2 pupils to participate in school sporting activities during their time at St Anne's – participation in school games doc to be added to and monitored by staff and CB. <ul style="list-style-type: none"> Develop intra school sporting competitions Focused attention on sporting clubs at school and in the community – continue in 20/21 	£1200 subscription to the PE association	<ul style="list-style-type: none"> All children will have had the opportunity to compete against other schools as individuals or as part of a team. 	<ul style="list-style-type: none"> Children will leave St Anne's confident in a wide range of competitive sports Identify which children continue to be involved in extracurricular sporting activities at secondary school
<ul style="list-style-type: none"> Continue to develop the role of Sports Champion to lead participation in competitive sporting activities. 	<ul style="list-style-type: none"> Purchase new competitive sporting kit for children to wear to participate in games to promote sport professionalism and team ethos at competitions. Chn to take part in virtual events due to Covid 19 restrictions – on going. Community led active challenges facilitated through family activity loan boxes. 	£2573 £600	<ul style="list-style-type: none"> Sports Champion will organise and initiate participation in competitive sport across the school. Children will be inspired by sport professionalism and team ethos which may lead to a higher uptake of competitive sports outside of school. 	

Signed off by	
Head Teacher:	Emma Hardy Smith
Date:	08/07/2020
Subject Leader:	Charlotte Bradley
Date:	08/07/2020
Governor:	
Date:	