

# 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:

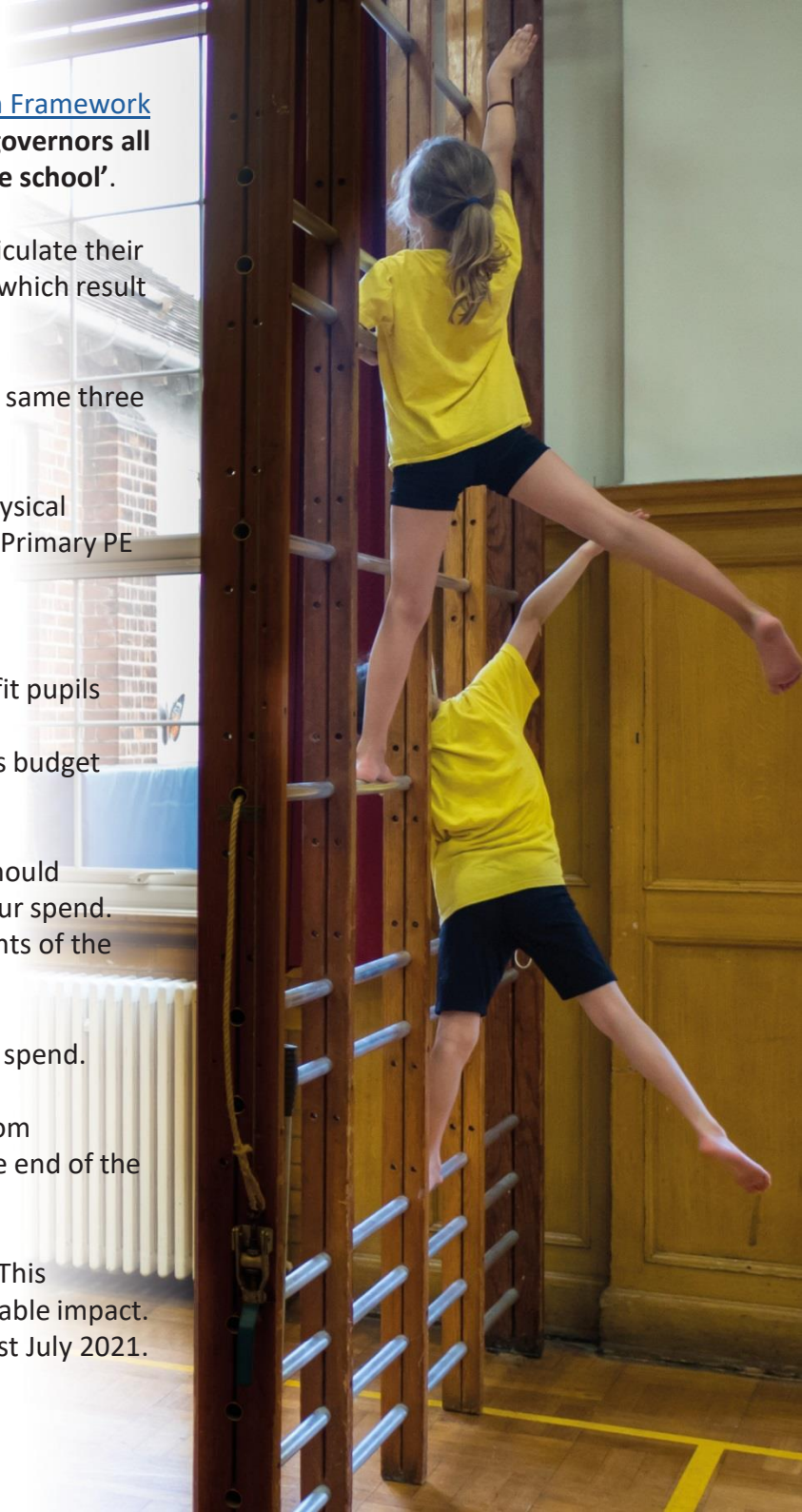
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 **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:
<p><b>Indicator 1 – Engagement of all pupils in regular physical activity (60 minutes per day – 30 in school)</b></p> <ul style="list-style-type: none"> <li>Over 20 different sport clubs offered throughout the terms in school prior to Covid. 50% of the school attended a sporting extra curricular club (57% of KS2 and 30% of KS1). <b>All clubs had to stop in February due to national lockdown. Clubs to resume following academic year.</b></li> <li>All classes participated in 2 hours of PE – 1 hour from the PE specialist every alternate half term and 1 or 2 hours from the class teacher.</li> <li>All classes participated in The Daily Mile and GoNoodle regularly with an active class certificate being awarded. <b>During lockdown physical activity was shared with pupils via online learning and tasks were set to do with both GoNoodle and The Daily Mile.</b></li> <li>New playground markings were placed on the reception playground to promote active learning during continuous play – with a % coming from SP.</li> <li>New lunchtime equipment was ordered to increase PA at lunch times during 20/21 academic year.</li> </ul> <p><b>Indicator 2 – Raise the profile of PE and Sport across the school as a tool for whole school improvement</b></p> <ul style="list-style-type: none"> <li>Noticeboards have been placed in the hall to showcase sporting successes, key information and also all sport within school. <b>These were ready for September 2020.</b></li> </ul>	<ul style="list-style-type: none"> <li>Primary PE License was acquired through UK Sport Leaders. All resources have been prepared and training was due to be led by PE Specialist. <b>Due to Covid the training was postponed and moved to after Christmas 2021. This will hopefully start in September 2021.</b></li> <li>Continue to offer a broad and balanced extra-curricular programme as well as a broad and balanced curriculum offer. Look into enhancing this with use of coaches and use these as a collaborative CPD source to further develop staff's knowledge.</li> <li>Promote active lunch times on the KS1 playground with new playground markings that can be used without any equipment.</li> <li>Ensure lunchtime equipment is used safely and appropriately and that Midday Supervisors feel comfortable leading and watching over activities. Training may need to be given to midday supervisors regarding this.</li> <li>Focus on pupil leadership with in sport to increase the amount of leadership on offer and ensure that regular meetings are held.</li> <li>To further develop club links though coaching, information sharing and</li> </ul>

- Maintained Silver School Games Mark for contribution to sport within the school as well as participated in the Lockdown games and also the Active Lives Survey which gave us a healthy eating rating of Silver.

**Indicator 3 – Increase confidence, knowledge and skills of all staff in teaching PE and sport**

- Jump ins were successful before lockdown, and staff CPD was shared via recorded CPD and also staff meetings.
- PE Hub worked well for planning and all staff were aware of what and when they should be teaching.
- Assessment in PE was launched, PE Specialist designed how to guide to help staff and was on hand to help where needed.

**Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.**

- Accessed the KSSP calendar and participated in various competitions both development and competitive.
- Boxing, Scootfit and Cricket coaching was given across the year groups.
- Sports week was held online due to lockdown, but was successful and followed a similar structure.
- Swimming Intervention sessions were ran for Year 6 and produced our highest data.
- Sports days were held both in school for the bubbles and also at home via online challenges.
- Began creating an allotment for pupils to use to understand the origins of food and promote healthy eating.

**Indicator 5 – Increased participation in competitive sport**

- Accessed the KSSP calendar
- Sports days were held online and in school

also by them attending our school fayres.

- To further develop structured physical activity at lunch times as a tool to improve behaviour at lunch and break times.
- Continue to share successes both on social media and through assemblies.
- Top tips to be shared with staff as a form of CPD that can constantly be available to all.
- Assessment to be embedded throughout all years.
- PE Specialist to continue to develop staff confidence in teaching PE through targeted support and CPD availabilities.
- Access both the KSSP and Inclusive programme and be a little more selective with teams when participating in competitive sports.
- Provide more access to KS1 competitions.
- Continue to provide swimming intervention
- Continue pre school PE and ensure that it is planned to suit.
- Continue to develop the allotment and promote healthy eating.
- Continue to access KSSP calendar virtual and in person
- Ensure Sports days happen
- Reignite end of term house competitions.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**

Delete as applicable

<b>Total amount carried forward from 2019/2020</b>	<b>£0</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£19,420</b>
<b>= Total to be spent by 31st July 2021</b>	<b>£19,420</b>

<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>	38%
<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>	25%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	63%
<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

## 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: £19420 – Actual spend: £19466.65		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:
					£2688.01 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?:
<ul style="list-style-type: none"><li>Introduce new playground markings to KS1 to enable pupils to have structured activity at break and lunch times.</li></ul>		<ul style="list-style-type: none"><li>Use pupil voice from KS1 to decide on playground markings.</li><li>Four square, active trail, triple hopscotch and target installed on KS1 playground.</li></ul>		£2688.01	<ul style="list-style-type: none"><li>Installed 21.07.21, pupils will not be in school until the 02.09.21.</li><li>Impact will be noted next academic year.</li></ul>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Sustainability and suggested next steps:
					<ul style="list-style-type: none"><li>KS1 supervisor to be trained up to lead structured activities on all of the playground markings and have equipment to do so.</li><li>Markings are sustainable and will be used both at break and lunch times and also during PE lessons.</li></ul>
Percentage of total allocation:					£99 0.1%
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>Embed pupil leadership within the school for both sports captains and playmakers.</li> </ul>	<ul style="list-style-type: none"> <li>Subscribe to Sport Leadership UK Playmaker course.</li> <li>Print and prepare resources that have not been previously organised.</li> <li>Appoint both new Sports Captains and also Playmakers.</li> <li>Have them lead activities on playground at lunch times.</li> </ul>	£99	<ul style="list-style-type: none"> <li>Sports Captains led Daily Mile at lunch times and recorded miles for Y5/Y6 bubbles.</li> <li>Due to Covid and cohort of Playmakers being across two bubbles training was unable to go ahead with selected pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Resources are prepared and ready for next year.</li> <li>Cohort to be selected early on and training to be within first term.</li> <li>Structured activities to be led from October half term.</li> </ul>
<ul style="list-style-type: none"> <li>To promote pupils and schools successes via social media and within school.</li> </ul>	<ul style="list-style-type: none"> <li>Promote clubs inside and out of school to pupils.</li> <li>Celebrate success through social media on a regular basis and also through assemblies.</li> <li>Compass VIP board to be used to promote success outside of school for any physical activity.</li> <li>Active class certificate will be embedded across the academy.</li> <li>Noticeboards will continue to be updated with relevant information.</li> <li>Hold whole school projects</li> </ul>	£0	<ul style="list-style-type: none"> <li>Success of both virtual and face to face competitions shared on social media platforms as well as in assemblies.</li> <li>Active class certificate was awarded pre lockdown, however was not awarded after.</li> <li>The BIG Walk was launched during the first term, which engaged families on a town wide orienteering challenge. £200 was raised and over 60 families engaged across reception to Y6.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote PE and Physical Activity on social media and in assemblies.</li> <li>Active class certificate to be relaunched along with The Daily Mile and GoNoodle.</li> <li>Home challenges to become a integral part of at least one full term.</li> </ul>



	and home challenges			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£11,997 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:
<ul style="list-style-type: none"> <li>Ensure all PE lessons are effective/highly effective and staff confidence is high in all areas.</li> </ul>	<ul style="list-style-type: none"> <li>PE specialist to deliver CPD to staff through staff meetings and trust wide CPD.</li> <li>PE specialist to continue using 'Jump ins' as a method of assisting staff with their PE lessons.</li> <li>PE specialist to continue planning curriculum and ensuring planning is up to date for staff.</li> <li>PE specialist to disseminate assessment information and assist with the implementation of this.</li> <li>PE specialist to ensure that feedback is given to all staff on a regular basis.</li> <li>PE specialist to send audits</li> </ul>	£11,997	<ul style="list-style-type: none"> <li>Audit shared with staff at the beginning of the year.</li> <li>CPD shared with staff through both the trust and also individually.</li> <li>PE Specialist has gone on tennis and football course to further develop her knowledge.</li> <li>Staff have attended virtual and physical PE training including tennis and EYFS PE.</li> <li>Assessment has been filled in and has been analysed by PE specialist to identify needs for next year.</li> <li>PE Specialist has monitored PA levels through extra-curricular</li> </ul>	<ul style="list-style-type: none"> <li>To continue jump ins to ensure teaching is consistently good.</li> <li>To ensure curriculum is planned with staff in mind.</li> <li>To continue staff CPD and do so by employing coaches to lead sessions which staff can take pointers from.</li> <li>Continue embedding assessment and ensure pupils know how they are being assessed.</li> </ul>

	<p>to all staff to complete at least once a term to track progress.</p> <ul style="list-style-type: none"> <li>• PE specialist to be on hand to assist whenever needed.</li> <li>• To monitor PA levels outside of PE.</li> </ul>		<p>take up.</p> <ul style="list-style-type: none"> <li>• Pupil voice has been taken through sports captains meetings and also through conversations with other pupils.</li> <li>• Curriculum has been planned and PE Specialist has supported staff through both planned lessons and also wet weather lessons.</li> <li>• PE Specialist has regularly shared resources to improve teaching with all members of staff.</li> </ul>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

£4482.64 23%

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>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Offer a diverse and needs led curriculum programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ coaches to deliver curriculum programmes to offer a new experiences: <ul style="list-style-type: none"> <li>- Boxing for both Y6 classes for five weeks.</li> <li>- Kits Academy employed to run Road to Tokyo programme from Y1 and Y2 classes.</li> <li>- Hockey coach to be</li> </ul> </li> </ul>	<p>£720</p> <p>£600</p> <p>£360</p>	<ul style="list-style-type: none"> <li>• Y6 pupils had previously done boxing in Y4. Bubble had to isolate 2 weeks in but continued to have boxing sessions virtually.</li> <li>• Kits Academy led Athletics based programme based</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to employ coaches to lead curricular programmes where staff may need increased confidence.</li> </ul>

<ul style="list-style-type: none"> <li>• Offer a diverse and needs led extra-curricular programme.</li> <li>• Target pupils in Y6 who do not meet the national requirements through intervention swimming.</li> <li>• Utilise sports week as a tool</li> </ul>	<p>employed from Kettering Hockey Club to work with both Y4 classes.</p> <ul style="list-style-type: none"> <li>- WOW day ran for Y1-Y5 with both ninja warrior activities and archery.</li> <li>- Cricket led by NCCC for both Y4 and Y6 classes.</li> </ul> <ul style="list-style-type: none"> <li>• Clubs to be led by both staff and coaches and ran before school, at lunch times and after school.</li> <li>• Identify pupils who do not meet the requirements of national curriculum in year 6 from previous swimming.</li> <li>• Block swimming intense course in smaller groups to allow for more swimming.</li> <li>• Swimming lessons for all who cannot swim on Monday and small group of 14 pupils who were identified as non-swimmers with no confidence on Thursdays.</li> <li>• All pupils in every class off normal timetable and given a</li> </ul>	<p>£0</p> <p>£0</p> <p>£850</p> <p>£1440</p>	<p>on the Olympics with pupils enjoying themselves.</p> <ul style="list-style-type: none"> <li>• Hockey coach worked with staff to help their understanding of the key coaching points. Both the coach and staff gave feedback on the sessions.</li> <li>• 19 Sporting clubs offered to pupils from KS1 and KS2.</li> <li>• Clubs only able to run in Summer Term and therefore take-up was a lot lower than previous years.</li> <li>• Kits academy ran 2 lunch time clubs and 2 afterschool clubs.</li> <li>• Of those attending intervention swimming 11 pupils could swim 25m at the end of it and 23 could self-rescue.</li> <li>• Pupil and staff voice was</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer a broad and balanced extra curricular programme and focus on pupils who may not be physically active.</li> <li>• Continue to offer intervention swimming and target pupils in younger years to ensure that we raise aspirations when it comes to swimming.</li> <li>• Pupils to continue</li> </ul>
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<p>for pupils to experience new sports and learn about all aspects of sports and physical activity.</p> <ul style="list-style-type: none"> <li>New equipment ordered to ensure curriculum sports can be taught effectively.</li> <li>Health and safety book ordered to ensure PESSPA is approached correctly.</li> <li>Ensuring the allotment is fully supplied and ready to be launched for growing.</li> </ul>	<p>sport to complete a day as well as a project related to a subject with a sporting focus.</p> <ul style="list-style-type: none"> <li>Pupils also experienced an inflatable obstacle course, den building and camp fire cooking.</li> <li>2 x Tennis ball buckets</li> <li>Table tennis set for wet weather lessons</li> <li>Hand rackets to substitute new tennis equipment from LTA course.</li> <li>Active lives survey allowed us to order space hopper set, lunch time set and a bucket game for free.</li> <li>Bouncy balls</li> <li>Sponge balls</li> <li>Coloured tennis balls</li> <li>AFPE safe practice book ordered for PE Specialist.</li> <li>Soil ordered to cater for all 18 beds to allow for pupils to grow their own vegetables.</li> </ul>	<p>£102</p> <p>£55</p> <p>£88.99</p> <p>£29</p> <p>£22.65</p> <p>£15</p> <p>£50</p> <p>£150</p>	<p>excellent and all pupils were able to access as fully inclusive.</p>	<p>learning about new sports and areas of physical activity and PE moving forward.</p> <ul style="list-style-type: none"> <li>Looking into inflatable obstacle for next year.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£200 1%
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>Access the KSSP calendar to allow pupils competitive experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Access the KSSP competition calendar and access regular competitions.</li> <li>Access the Inclusive programme specifically focussed on SEND pupils.</li> <li>Extra-curricular programme is tailored towards competitions allowing all pupils equal opportunities.</li> <li>Intra-school competitions to be a regular occurrence at the end of each term for all years.</li> <li>Inter-school competitions to be organised between schools to provide more friendly competition.</li> <li>Provide a school games day for each key stage, including nursery.</li> <li>Introduce the personal challenge concept during lunch times to pupils and embed it within school.</li> <li>Sports days happened for all year groups.</li> </ul>	£200	<ul style="list-style-type: none"> <li>Accessed 7 competitions through partnership face to face.</li> <li>Accessed 5 virtual competitions during lock down.</li> <li>Received Northamptonshire Sport Distinction award for commitment to sport.</li> </ul>	<ul style="list-style-type: none"> <li>Continue developing competition structure within school and outside school.</li> <li>Gain higher places in competitions and ensure training takes place before competitions.</li> <li>Ensure house competitions are a regular occurrence.</li> <li>Ensure sports days continue for all year groups with in the school.</li> </ul>

Signed off by	
Head Teacher:	J Fallowell
Date:	
Subject Leader:	H Layram
Date:	
Governor:	K Ciftci
Date:	