

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:

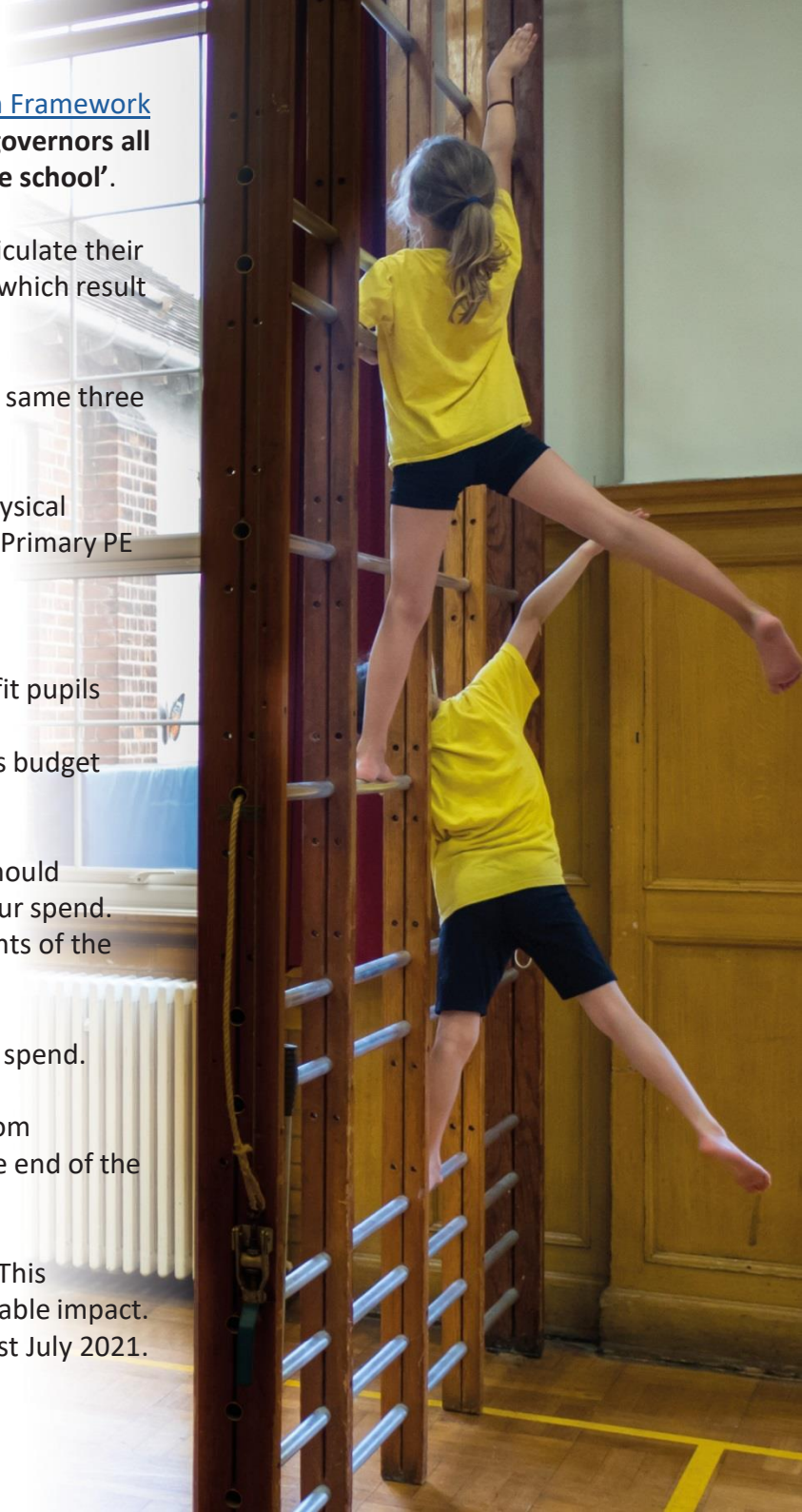
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • New resources are used to support effective teaching of the PE curriculum. • New resources were bought to ensure 'bubbles' had sufficient equipment. • A varied curriculum to provide a good physical education. • Offer a variety of extra-curricular activities – had to postpone due to Covid, were previously well attended. • Previously awarded School Games Silver. – no engagement in 2020/2021 due to Covid. 	<ul style="list-style-type: none"> • Participate in a wider variety of sporting competitions. • To engage a higher percentage of the least active children. • To ensure all children are accessing structured physical education and sport opportunities. • To ensure lunchtime supervisors are confident and provided with resources to promote physically active lunchtimes. • CPD teacher questionnaire to discover the strengths and areas of development of teachers relating to PE and School Sport.

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 £.....
+ Total amount for this academic year 2020/2021 £..18,970....
= Total to be spent by 31st July 2021 £.....

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	65% - No swimming in 2020/2021 due to COVID
<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>	60% - No swimming in 2020/2021 due to COVID
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40% - No swimming in 2020/2021 due to COVID
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	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: £18,970	Date Updated: 30 June 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:
				54%
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>It is out intent at Wycliffe CE Primary School to teach children life skills that will positively impact on their future.</p> <p>We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities.</p> <p>We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.</p>	<ul style="list-style-type: none"> • Employ sports coach to provide CPD for PE with class teacher and lead new initiatives to continually assess and improve PE throughout school. • Continue to offer after school activities for exercise/engagement in physical activity. • PE Lead to arrange games and activities over lunch to engage those who do not normally participate in sports. • Ensure planning is saved and reviewed to document progression of skills. • Reinstate trim trail and wilderness garden as further 		<ul style="list-style-type: none"> • More varied exercise introduced. • Pupils have further opportunities to develop skills and improve fitness. • Pupil's confidence improved when participating in physical activity. • Pupils engaging in more physical activity during playtimes. • Bikeability – council initiative but provided children with physical activity. 	<ul style="list-style-type: none"> • Structured physically active lunchtimes. • After School Clubs to recommence following Covid. • Continuation of full allocation of curricular PE within school.

	<p>opportunity to engage in activity.</p> <ul style="list-style-type: none"> To offer a varied PE curriculum to ensure all pupil interests are catered for. To embed a 'do your best' culture into sporting activities to ensure pupils are confident to try new activities and are not judged on ability. To purchase and maintain sporting resources (non-capital) and ensure pupils have frequent opportunities to use it. Class teacher to lead additional PE lesson to replace swimming. 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
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>All staff will be aware of PESSPA training opportunities and website.</p> <p>Quality resources will improve teaching and raise the profile of PE in school and enhance positive participation/enjoyment in PE.</p>	<ul style="list-style-type: none"> External sports coach will signpost relevant training for all staff. Staff to be frequently updated on PE units of work and encouraged to incorporate sport into their lessons. 		<ul style="list-style-type: none"> Pupil general understanding of sport increased. Wider interest of different sporting competitions has generated more pupils wanting to participate in sport during play times. 	<ul style="list-style-type: none"> Teachers to complete CPD questionnaire. Following questionnaire – PE lead to identify and support less confident staff. To ensure staff have unit and lesson plans for all units of work.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				38%
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>Our curriculum aims to improve the wellbeing and fitness of all children at Wycliffe CE Primary School, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p> <p>Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of your own health and fitness.</p> <p>Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.</p>	<ul style="list-style-type: none"> Sports coach will tailor and deliver CPD to staff to ensure consistent, confidently led PE is on offer for all children. PE will be considered periodically at staff meetings and mentoring provided if necessary. To offer a varied PE curriculum to ensure staff have the opportunity to lead PE lessons that complement their skills and knowledge. External Sport company to provide teachers and sport leaders with resources. 		<ul style="list-style-type: none"> Teacher's strengths will be utilised so they will have confidence to deliver the curriculum to all pupils. Teachers will be able to suggest activities from the broad range on offer to suit each child. Staff understand more ideas but need to continue this within the next academic year. Teachers will have the opportunity to share ideas and resources with staff. 	<ul style="list-style-type: none"> Teachers to complete CPD questionnaire. Following questionnaire – PE lead to identify and support less confident staff. To ensure staff have unit and lesson plans for all units of work.
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?:
<p>Additional achievements: To provide opportunities for children to engage in extra-curricular activities during and after school, in addition to competitive sporting events.</p> <p>This is an inclusive approach which endeavours to encourage not only physical development but also well-being.</p>	<ul style="list-style-type: none"> • Consult with pupils on what they would like to see on offer. • Develop the lunchtime activity clubs to be inclusive, consistent and regarded as fun by all pupils. • To offer the opportunity for pupils to attend a summer holiday sporting camp. • Maths on the Move to increase maths provision in conjunction with physical activity 	<p>The level of physical activity will increase over school and in particular for those who do not normally seek out 'sports' – results not available due to Covid.</p> <p>Maths on the Move has improved maths provision and extended physical active time.</p> <p>Leeds Beckett Study showing impact of Maths on the Move:</p> <ul style="list-style-type: none"> • 28% more children achieved the recommended physical activity levels in a school day. • 93% of children demonstrated an improvement in maths performance. • 80% of children reported an increase in confidence relating to maths 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • Continuation of a varied PE curriculum. • Consultation of student voice of what they would like to study. • After School Clubs to recommence following Covid.

Key indicator 5: Increased participation in competitive 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:
To increase the schools participation in local events and competitions.	<ul style="list-style-type: none"> Unable to physically compete due to Covid. Students were provided with opportunities to compete online through various providers. 		<ul style="list-style-type: none"> Pupils remained active during Lockdown. Lack of interschool competitions available – Covid impact. 	<ul style="list-style-type: none"> Develop long term relationships with sports clubs and other providers to increase the variety and number of opportunities that can be shared with pupils and parents. Engage in School Games and inter school competitions. Engage in After School Clubs.

Signed off by	
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Date:	30/06/2021
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Governor:	
Date:	