

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:

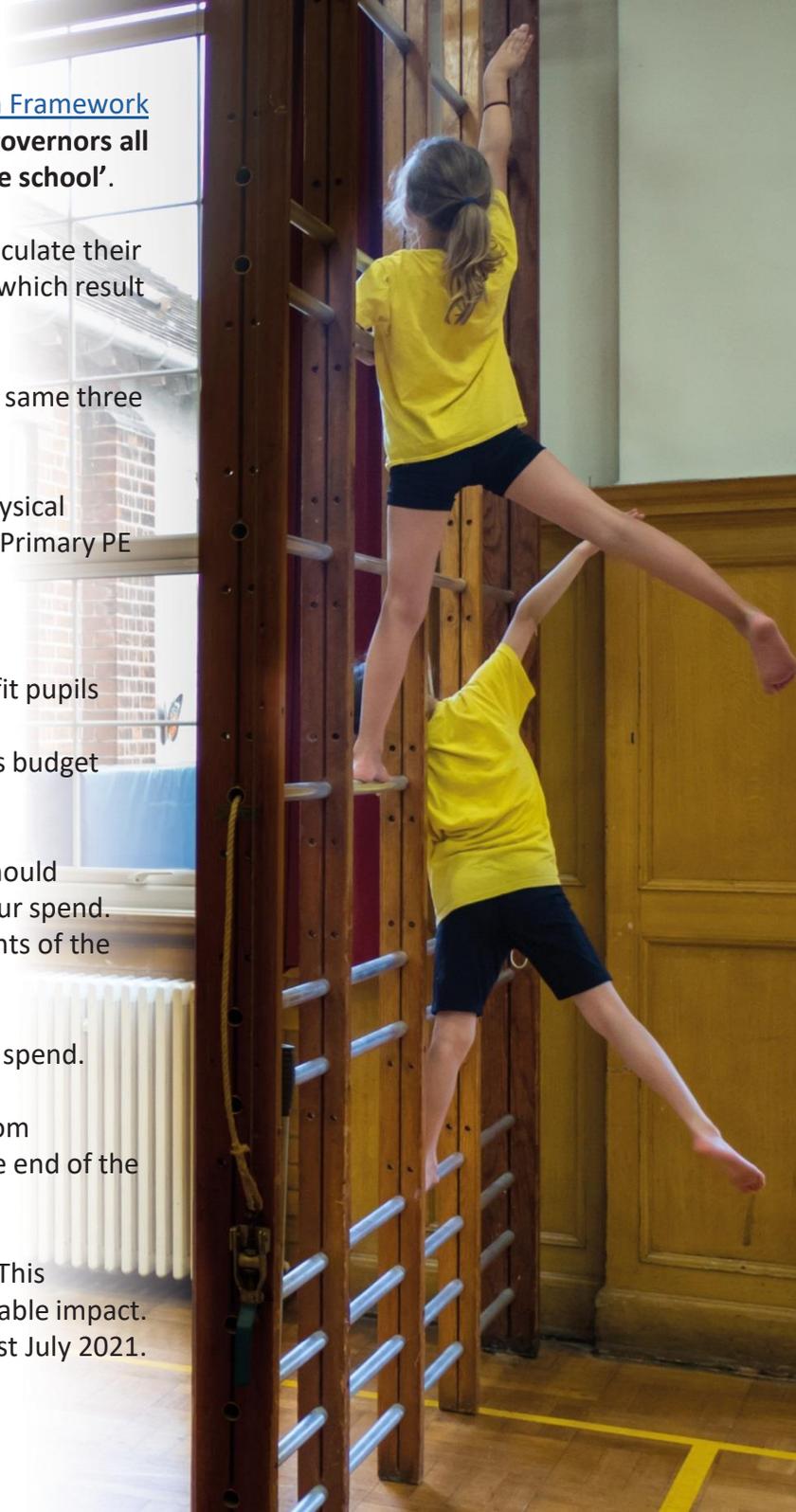
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Terms 1 and 2: Achieved engagement of all pupils in regular physical Activity – All know that they need to achieve at least 60 mins of physical activity per day. • Term 3: Sent home PE resources and links to all at home – West Kidlington Hub, plus all teachers were give a list of other PE at home resource links. Vulnerable and Key worker children at school have access to West Kidlington, Imoves and extra equipment for playtimes and lunchtimes. Y 6 – skipping ropes – individual and group ones – create their own skipping challenges and use ropes for high jumps on grass. Other equipment issued to them on request. Y5 – skipping ropes for fitness and fun (also in groups and individually). Football also. Y4 and Year 3 – west Kidlington, Imoves and Football and hula hoops. Y2 and Y1 West Kidlington, Imoves. • Raised profile across the school of keeping healthy for body and mind – fresh air activities, rain or shine. West Kidlington has been done at home, with whole families getting engaged. Through West Kidlington – links to Yoga – adding another experience to PE learning. • Shaw CE Primary Skills progression document. 	<p>Due to Covid 19, fitness levels and levels of engagement will need to be assessed and PE lessons adapted to – Achieved and actioning.</p> <p>Create curriculum map document – linking skills to be taught by term for each year group. - Achieved</p> <p>Create PE action plan - Achieved</p> <p>Create whole school excel PE assessment document for ongoing assessment for all teachers. Achieved</p> <p>Lesson observations throughout the school and a report written subsequently – Achieved – Years 2, 3, 4 and 5 Lesson observations. Report written-</p> <p>PE Scheme required for whole school – confidence for teaching staff and Tas – To be purchased for Sept 2021.</p>

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

Total amount carried forward from 2019/2020 £..0....
+ Total amount for this academic year 2020/2021 £17,790
= Total to be spent by 31st July 2021 £17,790

<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><u>Received:</u> 2019 – Y2 had usual quota required swimming lessons. Catch-up Y5 non-swimmers - lessons between January – March 2020 (lockdown began).</p> <p><u>ACTION TO BE TAKEN:</u> Current Y4 pupils are set to receive 10 weeks swimming lessons after Easter 2021.</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. Please see note above.</p>	<p>% Unknown this year</p>
<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>	<p>% Unknown</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% 100% received safe practice – July 2021</p>
<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>	<p>Yes/No</p>

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: £17,790		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: 100%
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>Re-engage in physical activity, sport and PE – some children have done very little physical activity whilst in lockdown at home.</p> <p>Engage less-active pupils.</p>		<p>Ensure children are receiving 2 sessions of PE per week. Reintroduce warm up laps of the school track for each year group. Allow less PE motivated children to jog with a partner. Time and record results of required laps for each year group. Regular discussions about the importance of exercise and types of activities to achieve at least 1 hour exercise per day in school and at home. Use fitness- based vocabulary.</p> <p>Set up successful demonstration of skills by less active pupils to learn alongside focused teacher coaching.</p>			<p>Many children who attended school during lockdown have now purchased their own skipping rope to continue fun and fitness at home.</p> <p>Return to school – pupils in all classes are in the process of regaining fitness levels, which may have lapsed during lockdown. They have been working on stamina for their warm-up laps and are now showing huge improvements since lockdown.</p> <p>Less active pupils are engaged in skill acquisition from the beginning of the lesson.</p>
					Sustainability and suggested next steps: Purchase new PE scheme for teaching staff to use and enjoy teaching PE. Opportunities for leadership from new scheme.

Pupil voice – how do the children feel about PE at our school? How could it be improved to engage more pupils?	PE observations and Pupil Voice		KS2 Pupils are pleased to engage in maximum activity through game play. They enjoy having a choice of whether to join in with a faster, more competitive match or a ‘getting to grips with the rules and tactics’ game. They often change due to ability of skill to be taught through game-play.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 100%
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>Implement a renewed Leadership focus in Y5 children to carry through to Y6.</p> <p>Learn tennis game play – rules and scoring.</p>	<p>School Games Organiser – Selwyn Widger to visit Shaw CE Primary on 25.05.21 – to train Y5 children in Leadership.</p> <p>Pupils given opportunity to observe professional players in the French Open and Wimbledon with teacher verbal guidance alongside.</p> <p>Y6 Discussions of UEFA EURO 2020 (2021) – results and match play</p>		<p>30 Y5 pupils are now aware what it means to be a Young Ambassador – practical and theory – giving ideas of activities and discussing the qualities of a good Young Ambassador/Young Leader.</p> <p>Children are beginning to understand rules, how to score in a match with peers, and how to improve technique. Role models show values and inspire pupils.</p>	Explore new PE schemes-engage more KS2 pupils in PE leadership.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				100%
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>Teachers to access Imoves to help plan and resource fundamental movement skills, Pilates, Dance.</p> <p>Focus on modelling and Explanation through teaching.</p> <p>PE skills are taught to ensure progression throughout year groups.</p> <p>Share ideas and good practice between schools.</p> <p>Better understanding of how to produce useful PE documents.</p>	<p>Observations of teaching and pupils by PE Lead – write report.</p> <p>Whole School PE Curriculum Progression Document written for teachers to follow,</p> <p>Create a Curriculum Map to include skills to be taught by term/block</p> <p>CPD – The White Horse Federation Academy PE lead meetings – For PE lead for reporting requirements & advice on lesson observations. Shared documents with other schools across the Academy.</p>		<p>Subject knowledge and confidence amongst teachers and TAs increased in these areas.</p> <p>Report written and sent to teaching staff. Much clearer expectations to all teachers to adhere to.</p> <p>Easier for teachers to know what skills to focus on for each sport/activity.</p> <p>Skills by term document written by PE Lead – N Draper</p> <p>Provided clarity for monitoring and reporting of PE at Shaw CE Primary.</p>	<p>Purchase a whole-school PE scheme, which incorporates demonstration video clips and assessment of skills – to ensure 2 hrs high quality PE per week for every child.</p> <p>Coordinator to lead staff training on what to look for across the school in PE.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				100%
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:
Additional achievements: Re-engage children who have lost friendships/desire to be physically active due to lockdown.	YOGA – through West Kidlington Pilates through imoves Parachute games for Y1 Selwyn Widger SGO – 2hrs visit Young Ambassador training		Teambuilding is essential this year as pupils have not spent much time together. Ideas for leadership games within our school to involve younger children in being more physically active.	Explore PE scheme purchase for Sept 2021 requirements: – More leadership opportunities for KS2 pupils. - New sports offered.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				100%
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 re-engage pupils in competitive sport after lockdown.	<p>Encourage more matches to be held within lessons – whilst teaching with mini plenaries and demonstrations of good practice, sportsmanship, team spirit.</p> <p>Offer 2 matches (4 teams) per class for each sport. Choice of whether to join - 1 – learning the ropes and gaining confidence match or 2 – Competitive match learning further tactics. Officiating matches is also offered.</p>		<p>Pupils are sharing their enjoyment of matches during school time.</p> <p>Pupils enjoy matches more as they become more confident to learn at the level they require. Children who are less confident can access the enjoyment of competitive sport through an encouragement to support each other to learn.</p>	<p>Sept 2021 – to meet local cluster schools together again to resume and organise inter-school tournaments.</p> <p>Offer UKS2 children more opportunities to engage in leadership.</p> <p>Continue to watch some live and current professional matches to raise enthusiasm and aid understanding.</p>

Signed off by	
Head Teacher:	Simon white
Date:	5 th July 21
Subject Leader:	Nicky Draper
Date:	05.07.21
Governor:	
Date:	

Created by:  association for
**Physical
Education**  **YOUTH
SPORT
TRUST**

Supported by:   **SPORT
ENGLAND**  **Active
Partnerships**
Partnership for Active Living