

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:

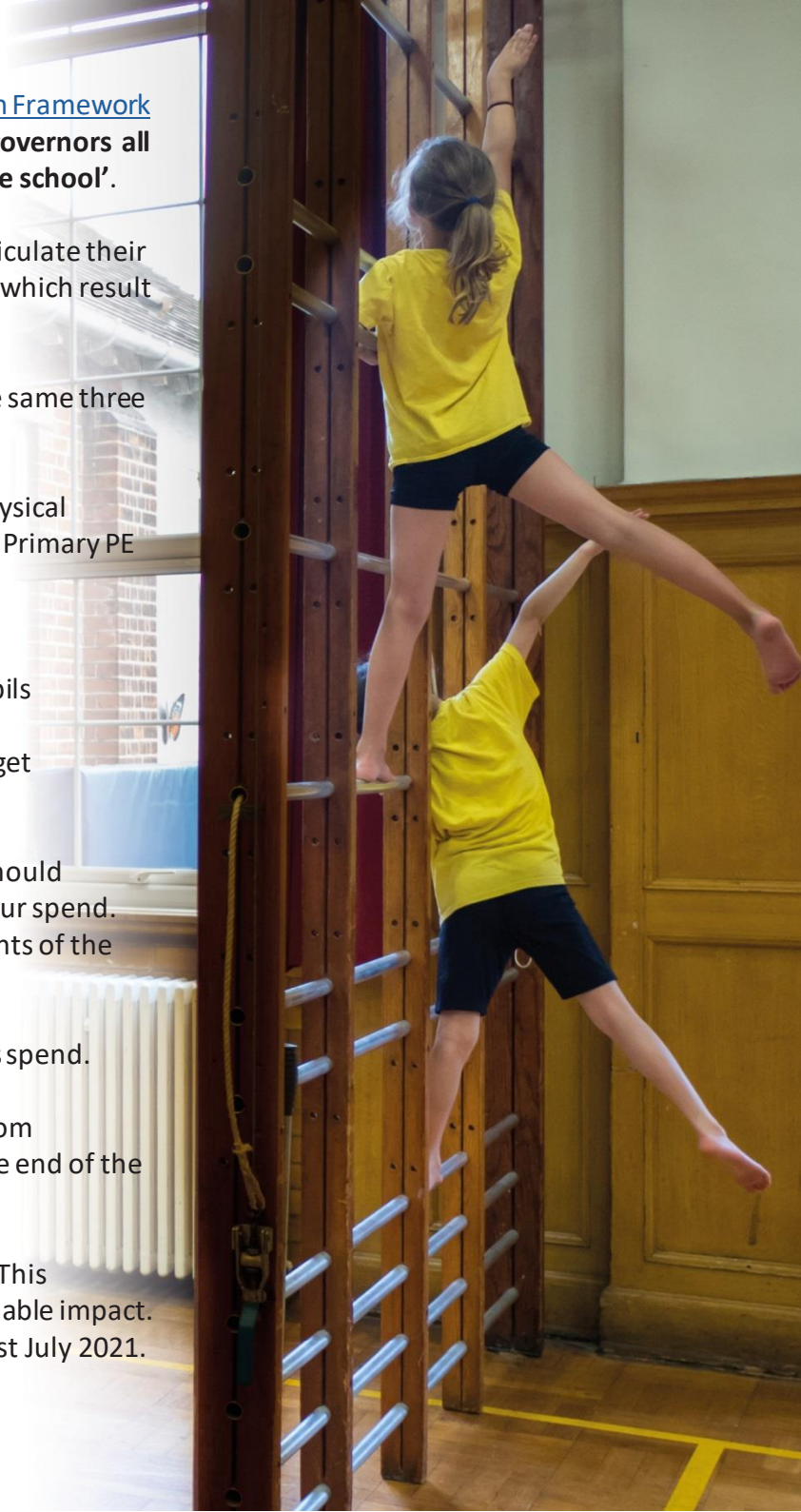
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Subscribing to external providers to enhance provision and allow for COVID safe competition across the city (LSSP / LDCSA / LPSAA). • Engaging in new and exciting opportunities not only to promote fitness but build social skills offsite following the pandemic in events such as: Crazy Golf, Quidditch and the SEN Festival. • Monitoring the safety and relevance of equipment liaising with both staff and children to allow all to access the PE curriculum with confidence. • Introduction of PE days (Wednesday & Friday) and the new St. Cuthbert's sports kit ensuring it is readily available to all children providing equal opportunities to succeed and take part in sporting activities both in and out of school time. • Establishing Sensory Circuits to make effective links between physical activity and SEN needs within our school to create a positive and productive learning environment. • Encouraging and providing opportunities for target groups to be aware of healthy lifestyles and the benefits of physical activity; building confidence to access a range of activities through the POWER programme. • Maintaining Platinum School Games Awards through the School Games Framework & AfPE Award. | <ul style="list-style-type: none"> • To embrace all competition and offsite opportunities next academic year to promote sport, build self-confidence and encourage socialisation amongst teams. • Continue to establish and review data for the five key indicators across the school. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO

Total amount carried forward from 2019/2020 £2,085.98
+ Total amount for this academic year 2020/2021 £17, 730
= Total to be spent by 31st July 2021 £19, 815.98

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|---|---|
| <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> | <p>13 / 28 46%</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>7/ 28 25%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>Unable to be facilitated by our providers due to lockdown restrictions.</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>No – unable to be facilitated by our providers due to lockdown restrictions.</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.

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| Academic Year: 2020/21 | | Total fund allocated: £19, 815.98 (including overspend) <i>£19, 569.99 (£245.99 underspend for 2020-21)</i> | | 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: |
| | | | | | % |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <ul style="list-style-type: none"> To promote the importance of physical activity on our wellbeing through increased levels of movement on the playground making use of new spaces and playground equipment. | | <ul style="list-style-type: none"> Due to COVID-19 restrictions each class bubble will be spending play and lunch time together, encourage staff to set up mini games opportunities. To embed a structured timetable to ensure facilitates are shared amongst each cohort to provide daily, varied physical activities. Purchase additional equipment to support active play / lunch times to enable children to try new activities and re-introduce transferable skills such as teamwork, turn taking and communication. | | Equipment £467.49 | |
| | | | | <ul style="list-style-type: none"> An increased % of children active at both break and lunch times. Incidents of behaviour being monitored and recorded reduced as children are participating in games and activities developing social skills. Pupils returning to class calm and ready to learn following activity. | |
| | | | | <ul style="list-style-type: none"> To monitor the use of play equipment ensuring it is kept in good condition and is safe. To use pupil voice from subject monitoring to inform future purposes and games ideas as suggested by our children. | |
| | | | | £467.49 - 4% | |
| | | | | Sustainability and suggested next steps: | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: £6290 - 33% |
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| 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 raise the awareness of the positive impact upon our wellbeing physical activity and sports can have across both our school and community with pupils and parents. | <ul style="list-style-type: none"> To make effective use of LSSP live recordings, when providing the PE curriculum through Google Classroom to ensure that statutory requirements are being For all staff to take a whole school responsibility in promoting sporting opportunities available to the children within school and the local community especially during the lockdown period / isolation (Social Media Platforms: Twitter / Class Dojo / Google Classrooms). | LSSP Staff £5790 | <ul style="list-style-type: none"> An increased % of pupils active both in school and at home. A change in pupils' attitudes of how physical activity can be carried out in the home using everyday items to have fun and release energy. Families seeking opportunities and making use of local facilities in order to stay active. | <ul style="list-style-type: none"> Continue to promote community links to families to encourage physical activities. To re-introduce sporting rewards not only for sporting talents but also commitment to improving health and fitness. |
| <ul style="list-style-type: none"> To ensure all children feel part of the St. Cuthbert's family, accessing PE and active opportunities in the appropriate clothing / uniform. | <ul style="list-style-type: none"> To fund the purchase of sports kit (new PE tracksuit and swimming costumes) to enable all children to embrace opportunities equally. | Sports Kit £500 | <ul style="list-style-type: none"> Increased % of children participating in PE lessons and physical activities. Children beginning to appreciate the St. Cuthbert's family identity through our new school PE kit. | <ul style="list-style-type: none"> Continue to provide the essentials in order to allow ALL children to be physically active and participate in opportunities. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|----------------------------|--|--|
| | | | | £10, 175 - 52% |
| 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 provide valuable and engaging physical education lessons enabling children to be part of quality team-teaching developing skills and providing challenge. To nurture and support teaching staff to confidently deliver physical education lessons which meet statutory requirements and provide meaningful and lifelong active lessons. | <ul style="list-style-type: none"> Employment of PE Member of staff to provide continuous professional development for staff. PE Member of Staff working closely alongside PE coordinators and school members of staff, supporting both on and off site during lockdown / isolation periods. | LSSP Staff £5790 | <ul style="list-style-type: none"> Children receiving highly effective physical education lessons throughout the school in both indoor and outdoor PE, resulting in all children making progress regardless of ability – Marking, Feedback and Assessment Overviews. Professional relationships strengthened so all classes have the best possible PE experiences and the continuity of provision enables all children to be challenged appropriately. | <ul style="list-style-type: none"> Staff maintaining high standards of PE teaching across all key stages. PE Coordinators to continue to seek out courses / opportunities for staff to further educate and up-skill in delivering the PE curriculum. |
| <ul style="list-style-type: none"> To ensure our children are provided with COVID safe PE lessons and active opportunities in lines with guidance from the Government and Local Authority. | <ul style="list-style-type: none"> Attending Local Authority Risk Assessment Course, to receive informative information of daily running of PE lessons to offsite sporting events – ensuring safety is our number one priority. | Staff CPD £180 | <ul style="list-style-type: none"> Children are enjoying their physical activity in a safe manner. Our KS2 children are supporting in the cleaning of equipment to ensure it is safe for our whole school community. | <ul style="list-style-type: none"> Keep up to date on relevant changes and disseminate information accordingly, work closely alongside Head Teacher to ensure all requirements are in place and being adhered to. |

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| <ul style="list-style-type: none"> To nurture and develop the skill set of our Early Years Foundation Stage children following their return from lockdown and in preparation for Year 1 with a clear focus on Physical Development, Communication and Language and PSED. | <ul style="list-style-type: none"> Seeking additional opportunities through our sporting provider (LSSP) for staff to work alongside an Early Years Trained staff member to support in enhancing the EYFS provision. | <p>LSSP Staff £4205</p> | <ul style="list-style-type: none"> Children are engaged and receiving quality provision which meets the Early Years Learning Goals and is improving outcomes. | <ul style="list-style-type: none"> To ensure staff are delivering activities and implementing strategies with the children on a daily basis when engaging in continuous provision. |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

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| Intent | Implementation | Impact | £1976.50 – 10% |
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| 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: |
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| <ul style="list-style-type: none"> To invest in quality equipment to widen the range of opportunities available to our children, enabling them to consolidate skills safely whilst being supported and challenged where needed especially in gymnastics and athletics. | <ul style="list-style-type: none"> Purchase of new gym mats to support curriculum lessons and wellbeing opportunities such as yoga and self-defence sessions to promote alternative physical activities. | <p>Equipment £1367.02</p> | <ul style="list-style-type: none"> Increased numbers of children showing a willingness to participate and enjoyment in lessons evident through Marking, Feedback and Assessment Overviews. Children confidently trying new skills and creating memorable learning experiences as evident in pupil voice – Subject Report. | <ul style="list-style-type: none"> Ensure that equipment is well maintained and checked regularly for the safety of all children. |
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| <ul style="list-style-type: none"> To use physical activity as a tool to support children with additional needs in order to access the curriculum with appropriate breaks to create a safe and positive learning environment in which all can thrive. | <ul style="list-style-type: none"> Disseminate information to staff with regards to Sensory Circuit and the programme for children to follow within the sessions. Purchase appropriate equipment to ensure each of the requirement elements of | <p>Equipment £609.48</p> | <ul style="list-style-type: none"> Children are supported through physical activity giving them time active time away from the classroom. Disruption in the classroom is reduced during teaching time as children are accessing | <ul style="list-style-type: none"> To continue to embed sensory circuit across KS1 and KS2 on a daily, rotational basis as advised by SEN reports and the wellbeing of the children. |
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| | the circuit can be successfully fulfilled. | | appropriate provision to support their needs as and when required. | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---|--|--|
| | | | | % |
| Intent | Implementation | | Impact | £660 - |
| 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 widen participation opportunities for all children to engage in events off site in which they feel safe and enjoyable and are able to showcase their talent as well as develop transferrable skills. | <ul style="list-style-type: none"> Affiliation to competitive sport associations: LDSCSA, LPSAA, LSFA. To plan and link activities in extracurricular timetable next academic year to citywide competition programme. Seek out opportunities for ALL children to engage in competitive sport (eg. Crazy Golf, Quidditch and SEN Festival). | Affiliation Fees £660 <i>LDSCSA - £355</i> <i>LPSAA - £100</i> <i>LSFA - £110</i> <i>AfPE - £95</i> | <ul style="list-style-type: none"> Subject Report highlights children's excitement at being offsite during the Summer Term to compete / take part in physical activities as highlighted within pupil voice. Children are growing in confidence and embracing 'normal' opportunities following months of changes which is truly admirable – staff observations. | <ul style="list-style-type: none"> To continue to source opportunities off site in order to build confidence and ensure all children are offered activities in which they can both excel and be challenged. |

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| Signed off by | |
| Head Teacher: | <i>Claire Bellis Knox</i> |
| Date: | 28/07/2021 |
| Subject Leader: | <i>Lauren Murphy</i> |
| Date: | 23/07/2021 |
| Governor: | <i>P. Moloney</i> |
| Date: | 02/08/2021 |