

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



Department
for Education

Created by



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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

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:

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Key indicator 1: The engagement of all 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. Most children are active for at least 30 minutes per day through active lessons and games at lunchtime. PE lessons and local sporting initiatives were also incorporated into lessons during home learning.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. The profile of PESSPA has been raised through communication with staff and parents (school website and Marvellous Me). Knowledge organisers provided for parents to access across the year. Participation in Bassetlaw School Sports Partnership continued throughout the year, including over home learning.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. The new curriculum has supported staff with their short term planning. New resources have enabled staff to deliver lessons successfully. Three members of staff undertook a tennis virtual session delivered by the Lawn Tennis Association. Planned support for dance was cancelled due to school closure.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Whole school:

- Stand Up Notts
- Santa Dash
- After school activities run by the Youth Sports Trust
- Virtual Archery competition
- Virtual Invasion Games competition
- Travel to Tokyo
- Sports Day in bubbles

Miss Rebecca's dance school virtual session offered to key worker children in school.

Key indicator 5: Increased participation in competitive sport. Opportunities were limited due to enforced school closures. However, the following competitions took place over the year.

- Virtual Archery competition
- Virtual Invasion Games competition
- Sports Day in bubbles

- Use some of the PE premium expenditure to purchase two Activall boards, along with a new set of playground games/resources to increase levels of physical activity at lunch time
- Use the Active School planner tool from the School's game website to track physical activity levels amongst children across school
- 6 year 5 children to take part in virtual playground leaders session. These children will support the Midday Supervisors in leading playground games at lunch time.
- PE coordinator to create a PE knowledge-based progress map for staff to follow
- PE coordinator to adapt the PE curriculum so that virtual archery is offered to children across school during the target games unit of work
- PE coordinator to monitor PE assessment levels termly
- End of year staff audit suggests that staff would like CPD in gymnastics and dance. PE coordinator to reschedule CPD session for January 2022
- Three members of staff to share learning / ideas from the tennis CPD session with the rest of the staff at school. PE coordinator to order new set of tennis resources to support the delivery of tennis during the games / racket unit of work
- PE coordinator to join Bassetlaw School Games 'combined' sports package for 2021/2022
- PE coordinator to continue to follow EA sporting fixtures across the year
- PE coordinator to plan opportunities for more after school clubs including KS2 girl's football, KS2 boy's football, Pound, Table Tennis Club and Boccia Club
- PE coordinator to join Bassetlaw School Games 'combined' sports package for 2021/2022
- PE coordinator to continue to follow EA sporting fixtures across the year

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

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If NO, the following section is not applicable to you

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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: £0	Date Updated: July 21	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding:
			£0
I n t e n t	I m p l e m e n t a t i o n	I m p a c t	

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<p>Your school focus should be clear how you want to impact on your pupils.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Carry over funding allocated:</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>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>
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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.</p>	<p>Based on 45 out of 62 children</p> <p>Y6 swimming cohort unable to participate in swimming lessons due to COVID . Parent questionnaire sent out to Y6 parents</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>	73%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	69%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	51%
<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: £19420		Date Updated: July 21		
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 allocated
						0%
I n t e n t		I m p l e m e n t a t i o n		I m p a c t		
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:

Pupils to participate in extra physical activity throughout the day within and outside of the classroom	Allow staff the freedom to undertake physical activity with their pupils when the need arises. PE coordinator to provide a bank of resources / activities / links, to enable staff to deliver appropriate physical activity sessions	N/A	Pupils are provided with the physical stimulus needed in order to fully reimburse themselves back into learning, mentally and physically	PE coordinator to provide support and links towards various physical activities teachers can access- include Moves
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocated
				47.79%
I n t e n t	I m p l e m e n t		I m p a c t	

	t a t i o n			
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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<p>The newly implemented PE assessment will demonstrate sound progression within each year group across school</p> <p>Forest Schools will act as a tool to engage and motivate children into outdoor and adventurous physical activities</p> <p>For school sport to provide structured learning beyond the curriculum</p>	<p>Three milestones will be planned for, each of which includes the fundamental movement knowledge and the semantic knowledge of tactics and strategy, leadership, personal and social and vocabulary. This coverage will provide a progression model. A separate vocabulary progression model is planned for and implemented into each year/phase group.</p> <p>Year 1 and some groups of children across school will take part in one Forest Schools lesson each week</p> <p>School sport initiatives are advertised and promoted through the school's website and through messages on Parent Pay (Youth Sports Trust, Travel to Tokyo)</p>	<p>N/A</p> <p>£9281.97</p> <p>N/A</p>	<p>By the end of each milestone (and for the most able) pupils at Carr Hill will have a greater depth of understanding at the deep stage. The time-scale for sustained mastery or greater depth is, therefore, two years of study.</p> <p>Forest schools will provide an opportunity for our pupils to be physically active as they leave their classroom and interact with the natural world that surrounds them. As a result of this, pupils will become motivated learners.</p> <p>Levels of engagement at home</p> <ul style="list-style-type: none"> - Photographs emailed in - Logged physical activity efforts 	<p>PE Coordinator to monitor assessment across the school termly</p> <p>PE coordinator to plan for knowledge-based progression document from Nursery to year 6.</p> <p>PE coordinator to observe School lessons, including pupil voice and feedback</p> <p>PE coordinator to keep up date with any new national sporting initiatives through Youth Sports Trust and locally, the Bassetlaw Games Association</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
I n t e n t	I m p l e m e n t a t i o n		I m p a c t	
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:

Continue to identify areas for development and provide / source CPD for staff where necessary	Dance/ gymnastics CPD staff meeting to be led by Elizabethan Academy PE coordinator (carried over from 2019 2020)	N/A	Levels of confidence when planning and teaching dance and gymnastics are improved	PE coordinator to resend staff CPD form via Microsoft Forms, after staff have planned and taught dance and gymnastics units
	Lawn Tennis Association CPD module offered to staff	N/A	Teachers feel more prepared in how to plan tennis lessons progressively. Teachers feel more confident when teaching the fundamentals in tennis which will then lead into a more competitive game	PE coordinator to download LTA resources for all staff to access. Staff to use the new tennis equipment when teaching racket games
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				48.82%
I	I	I	I	

n t e n t	m p l e m e n t a t i o n		m p a c t	
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:

Newly designed curriculum will offer a new range of sports and activities	Target games Rhythmic gymnastics Circuits Forest Schools (Y1 and targeted groups of pupils throughout school)	£9281.97	Fundamental skills in throwing and catching are improved An alternative gymnastic unit provides pupils with broader experiences within the NC gymnastics unit of work Pupils fitness levels are improved after participating in circuits after 6 sessions Forest schools will provide an opportunity for our children to be physically active as they leave their classroom and interact with the natural world that surrounds them.	Staff to continue to follow the newly devised PE curriculum into 2021 – 2022 PE coordinator to work alongside Bassetlaw's SSGC in offering pupils the opportunities to take part in a range of sports over the year
To ensure that equipment is purchased for school so that pupils can experience new sports and activities	Frisbees Rhythmic gymnastics ribbons and balls	£199.95	Children respect and are aware of the different pieces of equipment that can be used for various alternative sporting activities	Replenish stock if needed

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.3%
I n t e n t	I m p l e m e n t a t i o n		I m p a c t	
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>To continue to participate in the Bassetlaw School Sports Partnership and make appropriate arrangements for children to represent the school in sporting-based competitions and festivals virtually</p>	<p>PE co-ordinator to organise events through the partnership so that children have the opportunity to represent the school virtually initially</p> <ul style="list-style-type: none"> -Stand Up Notts -Santa Dash -Virtual Archery - Dance Taster session with Miss Rebecca - YST home competitions - Travel to Tokyo <p>PE long term plan includes opportunities for Intra-sport competitions, initially in bubbles and showcase festivals</p> <p>PE co-ordinator to plan Tokyo themed sports day within year groups</p>	<p>Package £60</p>	<p>Children across school are familiar with the School Games values</p>  <p>Levels of resilience improve and are carried forward into the classroom</p> <p>A love for competitive sport is fostered</p>	<p>Sign up to School Games and Virtual combined (£50) for 2021/2022</p> <p>Pupil Voice interviews to find out which activities / sports the children have enjoyed the most and would like to see again.</p>
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Signed off by	
Head Teacher:	<i>Sally Alford</i>
Date:	July '21

Subject Leader:	Leah Smith
Date:	July 21
Governor:	Jaime Morgan Hitchcock
Date:	20/09/21

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