

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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 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:
<p>All children across the Academy took part in the 'Race to Tokyo', completing daily challengers during lockdown. Progress was monitored through the Get Set Go website.</p> <p>The profile of PE & Sport being raised across the school and as a tool for whole school improvement.</p> <p>Playground equipment purchased for every year group bubble to support with children completing 30 minutes of daily activity outside of PE.</p> <p>Developed a Pennyman PE App during COVID19 so children could access a variety of fitness opportunities to complete at home.</p> <p>Took part in 2 virtual Athlete events, inspirational talks with an Olympian and Paralympian to raise the aspirations of our children. We won one event due to our participation in the 'Race to Tokyo' challenge.</p> <p>Provided a range of afterschool clubs throughout the Academic year both in school and Virtual, to ensure ALL children could participate whether learning in school or at home.</p>	<p>Further staff training to support the movement activities for mainstream and unit provision children.</p> <p>Enhance movement opportunities in outside spaces.</p> <p>Develop links with local sport community groups.</p> <p>Further enhancement in intra trust competitions.</p>

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

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is not applicable to you

Created by:



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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: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	72%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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?	No

	access a range of sport clubs after school.	£1679.88	provision in the majority of year group bubbles.	sport/community groups to increase our afterschool offer.
	Sports Lead providing a range of physical activity sessions/activities during lunch times.	£2314.20	Children engaged in activities throughout lunch times, increasing physical activity levels.	
Pupils to have a ventilated accessible room to develop gross motor skills.	Windows fitted to movement room to enable pupil access.	£2,715		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation: 20.4%

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: £4,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To understand the value of Physical Activity & Sport and how this supports their wellbeing. Children have access to physical activity opportunities at home and know and understand how to access.	PE & Sport Noticeboards in every classroom showing core school games values, highlighting what PE & Sport is happening and celebrating a PE star in every year group. Online noticeboards sent via social media platforms to raise the profile of PE & Sport at Pennyman. A Pennyman PE App has been established that allows children to access fun and exciting activities at	£227.29 £240	More visual information around the Academy, children have a better understanding of school values, implemented within classroom settings. During COVID19 online noticeboards were sent home via online learning platforms so children were aware of what was happening on a weekly basis. Children using App to increase	To develop the classroom noticeboards after COVID19 and to continue to send home an online noticeboard to raise the profile for families and to send out through various SM.

<p>Children should be able to independently organise sports activities following on from direct teaching.</p>	<p>home that will keep them active. To create clear markings and boundaries to allow pupils to recall game rules.</p>	<p>£5930</p>	<p>physical activity levels. Pupils are able to set up and participate in sports from a PE lesson independently.</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:
				15.3%
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: £3,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Embed high quality teaching and learning across the school in PE through high quality CPD and supportive monitoring.	Staff to undertake training through Active Phonics. LTA Online Tennis Coaching Course	£0 £0	Increased staff knowledge and understanding of embedding active learning with EYFS. Increased capacity and sustainability. Increased range of opportunities.	To implement a staff training calendar with opportunities for staff to attend and develop or increase confidence in various areas.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20.4%
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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Increase sport and outdoor offering both in curriculum and through out of hour's school clubs.</p>	<p>A Dance Specialist to deliver street dance lessons through PE Curriculum and afterschool sessions.</p>	<p>£660</p>	<p>Children provided with the best opportunity to learn dance as part of the curriculum, keeping the dance curriculum current so children stay engaged.</p>	<p>Using a dance specialist keeps the children engage and enhances their learning and development in this area. To continue with a dance specialist but to develop links with local dance groups for progression.</p>
<p>Create further opportunities for outdoor education in the school curriculum in order for our children to be active and healthy.</p>	<p>Virtual Zoom Karate Clubs offered to children who are home learning.</p>	<p>£240</p>	<p>After school provision has been provided during the Academic year for ALL year group bubbles in a wide range of activities. Children have learnt various skills within these sports.</p>	<p>After COVID19 we will aim to offer a wider range of afterschool provision, a timetable of a wide ranging activities will be established and sent to children.</p>
<p>Ensure our outdoor education curriculum is seen as best practice and a model for other schools to adopt for their needs.</p>	<p>Sports for Champions delivering a Zoom workshop focusing on health and fitness including a talk with a Paralympian to help inspire children and give them an insight into becoming an athlete.</p>	<p>£300</p>	<p>We offered children virtual afterschool clubs in Street Dance and Karate. Children learnt new skills.</p>	<p>Develop partnerships with local sport and community groups who can support in offering a variety of activities that children could progress to after school.</p>
	<p>The implementation of cross curriculum orienteering programme within the Academy.</p>	<p>£2095</p>		
	<p>A wide range of sport club opportunities offered to children throughout the Academic year.</p>			
	<p>Sports clubs provided in school holidays to broaden children's experiences.</p>	<p>£2235.65</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18.4%
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: £3610	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide the children with competitive opportunities in physical and sport during COVID 19. Children to understand that competitions can be about challenging yourself to improve. To understand and value the school sport games values and see how these link to competitive sport.	Delivery of virtual competitions, accessed by children in school and remote learning. Medals and trophies for Virtual TVED Inter Schools Cross Country Competition.	£154.50 £146.18	Children have participated in a wide range of competitions through intra and inter school competitions ran virtually due to COVID19.	To offer children more opportunities to participate within competitive sport, through MSSP, within TVED trust and through our own competition sports calendar. To further develop 'My best' children challenging themselves to improve.