

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Completion of the school self-review tool, put in place of the School Games Mark Framework. This gave us the opportunity to consider both the demands put upon schools with a recovery curriculum.</p> <p>Key pupils in school who were identified through questionnaires engaged in regular physical activity through additional physical activity intervention.</p> <p>All pupils have had the opportunity to access the new equipment through playtimes, lunchtimes and PE lessons. This has enhanced their experiences of different physical activity within their bubbles because of COVID.</p> <p>The school has been remapped and new plaques to enhance orienteering lessons. SGO came in to run orienteering sessions for all Key Stage 2 pupils.</p> <p>Development of the PE curriculum to broaden the physical activity opportunities for children across all key stages.</p>	<p>To use PE/School sport and physical activity to support and overcome some of the challenges that have arisen as a result of the pandemic - to benefit social, emotional and cognitive wellbeing. To ensure positive changes in behaviour.</p> <p>Further training should be supplied to develop the confidence in teachers' ability to teach physical education, in particular orienteering.</p> <p>Ensure all staff are familiar with the new PE progression documents for Wimborne Academy Trust.</p> <p>Further opportunity to participate in competitive sports in a range of settings if COVID guidelines allow this.</p>

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

If **NO**, the following section is **not** applicable to you

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: £4375	Date Updated: 10/03/2021		
What Key indicator(s) are you going to focus on? 3 and 4				Total Carry Over Funding: £4375
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>High quality planning, teaching and assessment of Cricket, also enabling CPD for teachers.</p> <p>Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Access to online portal to resources / planning / wider competitions/ specialist equipment to carry out each lesson to allow children to meet objectives. • We have taken the opportunity to enhance our range of equipment to allow children to develop their wider range of outdoor games. This will help with their mental health and well 	<p>Carry over funding allocated:</p> <p>£305.86</p> <p>£1749.14</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>Intended impact is that PE, SS and PA will help with pupils re-engagement with school following covid disruption and contribute to more physical activity.</p> <p>Intended impact is that PE, SS and PA will help with pupils re-engagement with school following covid disruption and contribute to more physical activity.</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> <p>Staff to implement the cricket training they received last year by using the new resources to deliver high quality teaching in cricket.</p> <p>To maintain use of equipment throughout the year. To ensure each bubble has access to a range of year group specific equipment. A playground rota will be used for some of the larger equipment. To ensure staff are confident in using the new equipment (training can be provided for this).</p>

	being after returning from the lockdown. This is also to allow bubble suitable equipment specific to each bubble.			
--	---	--	--	--

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.	N/A
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.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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 2020-21: £17230 Plus 2019/20 underspend £4375 GRAND TOTAL = £21605	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: 16 %
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:
Pupils with developmental co-ordination needs continue to receive tailored support to improve motor coordination, gaining confidence and maximising participation in all curriculum subjects.	<ul style="list-style-type: none"> Learn to Move intervention planned and delivered as 'Pirate Club' by specialist TA; Learn to Move principles applied in PE lessons in class 	£300	The 'Learn to Move' intervention ran during Autumn and Summer terms not the Spring because of the Covid 19 lockdown . Children were selected by specialist TA and class teacher based on previous assessments or observations of areas of need. Children with a physical area for development had a support plan and a physical development target. Evidence from the terms attendance so far shows that children are making progress and have either reached their target (green) or are working towards (orange). Targets are shared and written by Specialist TA and Class Teacher and reviewed	Regular meetings / feedback with specialist TA. Look at 'Learn to Move' targets and 'Intervening for success' tracker over the last academic year, and continue to work on the targets if new ones are not ready to be tackled in the next academic year 2021-2022.

			by them also. This helps to ensure their personal physical target is developed in intervention time, PE lessons and in general class time, where possible.	
Pupils with significant delays in physical development and / or social communication skills are supported to engage in a full programme of PE and play opportunities as part of curricular and play provision.	<ul style="list-style-type: none"> Support for key identified pupils from adults in the absence of sports leaders, owing to bubble restrictions in place due to Covid. Support during PE lesson time for key EYFS pupils 	£3176	Support was put in place for key learners from the start of the Autumn Term, focusing on physical development, social co-operation including turn taking. The impact of this was the rapid progress made by key identified pupils, all of whom achieved or partially achieved their personalised targets.	This will need to continue for 2021-22 with further identified pupils.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.5 %
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:
KS2 pupils to further develop their confidence in sports leadership skills. KS1 and YR pupils participate in Skills 2 Play activities with enjoyment and enthusiasm.	<ul style="list-style-type: none"> Continue to develop the role of sports leaders for KS2 pupils through the 'Skills 2 Play' initiative. 	£30	<p>This was due to take place in Spring 2021. Due to <u>Covid-19 and lockdown</u>, this did not happen.</p> <p>Bubble systems for the whole year impacted the use of sports leaders. Each class were giving opportunities to different children to be their own individual leaders rather than Year 4 children.</p>	Now that bubble systems will not be in place from September 2021, new sports leaders have been selected and we will look to give them training for this in Autumn 2021. Games ideas and sharing of skills will be shared by PE lead to the sports leaders.

<p>Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community.</p>	<ul style="list-style-type: none"> To plan and deliver an effective and successful Sports Day, engaging older pupils in the role of Sports Leaders 	<p>£180</p>	<p>This was due to take place in June 2021. Due to Covid-19 and bubble systems, this did not happen.</p> <p>The children were able to take part in an 'activity day' where all members of the school community bubble were able to participate in different sporting events.</p>	<p>Now that bubble systems will not be in place from September 2021, we will aim to run a sports day to the whole of the school community and include more inclusive activities in order to fully integrate pupils with disabilities.</p>
--	---	-------------	--	---

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 43.7%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers.</p> <p>Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at</p>	<ul style="list-style-type: none"> Specialist PE teacher to teach gymnastics and/or dance to all classes, on a rota basis, for one morning per week, and to deliver games for KS1 and KS2 one morning per week in collaboration with class teachers and acting as a mentor and trainer to Class Teacher and TAs. Dedicated leadership time for PE Subject Leader 	<p>£8853</p> <p>£300</p> <p>£150 used</p>	<p>Ongoing assessment indicates rapid progress in PE for all pupils across each year group and in all aspects of PE, with the exception of some specific areas which were not taught during the Spring term because of COVID 19 lockdown.</p> <p>Due to lockdown, only three termly sessions were spent doing this.</p>	<p>Continue to seek Teachers' feedback for areas of CPD for next academic year and use this information to plan where PE Specialist can be best used. Teachers' shared practice from observed lessons and any resources/ notes/ evidence they have with other staff and upload onto 'Google Drive' where possible. Review deployment of specialist teacher to maximize CPD impact.</p> <p>Review and monitor PE assessments from last year (2020-2021) and identify any gaps</p>

all levels of achievement.			All teachers have completed end of year assessments for 2020-2021 based on the year so far, taking into account COVID 19 during the Spring Term. The new Get Set 4 PE scheme has been used to make these assessments.	where some key areas were not able to be taught – e.g. Spring Term topics where school closed due to <u>Covid – 19</u> . Identify what skills need to be taught as a priority next academic year in Autumn to ensure coverage and progression. Plan dates for assessing PE (sampling) next year, where possible.
High quality planning and assessment of PE across the school to improve progression across all disciplines.	<ul style="list-style-type: none"> Resubscribe to PE online scheme of work 'Get Set 4 PE' to be used by all teachers and support staff to plan and assess pupils. 	£290	PE lead carried CPD in staff meeting to show teachers how to use and assess on the website. This scheme of work is now fully established across the school.	Ensure new PE progression plans link with 'Get Set 4 PE'. Continue to train staff how to use the scheme to ensure they link with progression plans.

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

Percentage of total allocation:

36.9 %

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:
Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.	<ul style="list-style-type: none"> Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Reception - one a half day a week with support of teaching staff in Reception. Specialist Teacher mentoring teaching staff during this programme. 	£5480	Teachers (Yr R and 1) and Specialist teacher initially assessed children using a resilience ladder and Leuven Well-being 'criteria'. All children across year 1 made at least 1 step on these criterias and the class teacher has seen this to really benefit their resilience.	Evidence of children's learning – photographs, video and teacher observations shared with staff across the school and where possible, uploaded onto 'google drive'. Continue to offer a 'Forest School's' club for the next academic year if possible.

<p>Further enhance children’s ability to ride a bike and stay safe –on the road and in the community.</p> <p>Enhance children’s skills and learning in Football in KS2, also CPD for Teachers.</p>	<ul style="list-style-type: none"> ● Forest School Specialist Teacher to teach Forest School ‘active curriculum’ to children in Year 1 in Autumn term for a half day a week with support of teaching staff in Year 1. ● Specialist Teacher mentoring teaching staff during this programme. ● Forest School Specialist and member of teaching staff to run a lunchtime club for children in Year 2, 3 and 4. ● Bikeability course for children to ensure they reach the required national standard. ● Football coaches to work with Class Teachers to deliver football skills sessions to KS2 	<p>£180</p> <p>Free</p> <p>£504</p>	<p>Most children in year R made at least 1 step on these criterias and the class teacher has also seen this to benefit their resilience.</p> <p>Teachers observed that children’s fine and gross motor and physical development had improved. They also noted that children’s engagement and emotional well – being was positive.</p> <p>Targeted pupils demonstrate enhanced self- and learning esteem, improved communication and collaborative skills and enhanced resilience to challenge as observed by teaching staff and Forest school specialist.</p> <p>Children across KS2 who attended the bikeability course passed the course, therefore reaching the national standard.</p> <p>Assessments and observations of sessions show that children had high levels of engagement for this sport. Attainment was also high, with 90% of children working at the expected level or above in this area. Children’s social skills and understanding of team play and spirit had also developed as a result of these sessions – evidenced by teachers</p>	<p>Seek further opportunities to offer ‘Forest School’s to other year groups, only if possible.</p> <p>To be able to offer this programme in 2021 – 2021</p> <p>To be able to offer this programme in 2021 – 2022 to KS2 children.</p> <p>To be able to offer this programme in 2021 – 2022.</p> <p>To ensure progression – share assessment and build on these skills for the current year 3 pupils soon to be Year 4 in 2021-2022.</p>
--	---	-------------------------------------	--	--

<p>Enhance children's skills and learning in Cricket in KS2, also CPD for Teachers.</p>	<ul style="list-style-type: none"> Cricket coaches to work with Class Teachers to deliver Cricket skills sessions to KS2. 	<p>£300</p>	<p>observations.</p> <p>Assessments and observations of sessions show that children had good levels of engagement for this sport. Attainment was also high, with 80% of children working at the expected level or above in games generally by the end of the year. Children's social skills and understanding of team play and spirit had also developed as a result of these sessions – evidenced by teachers observations. Cricket equipment has been purchased to continue to deliver high quality cricket coaching.</p>	<p>Teachers to share practice and resources to help coach their colleagues.</p> <p>To be able to offer this programme in 2021 – 2022.</p> <p>To ensure progression – share assessment and build on these skills for the current year 2 pupils soon to be year 3 and Year 3 pupils soon to be Year 4 in 2021-2022.</p> <p>Teachers share practice and resources to help coach their colleagues.</p>
<p>Enhance children's skills and learning in Orienteering and Map reading in KS2, also CPD for Teachers.</p>	<ul style="list-style-type: none"> Orienteering specialist to work with PE lead to remap the school and fit plaques, with consideration to cross curricular opportunities. 	<p>£250</p>	<p>A new up to date map of the school has been created and all plaques fitted to correspond with the map. PE lead has liaised with orienteering specialist about possible lesson plans and ways to teach.</p>	<p>Look to have an orienteering specialist back in the 2021-22 academic year to give staff CPD and possible delivery of coaching sessions to the children.</p> <p>Ensure staff are confident in using the new map to teach orienteering in KS2.</p>
<p>Enhance key children's wellbeing and health across the school.</p>	<ul style="list-style-type: none"> Mindfulness me empowerment led by external professional. 	<p>£1250</p>	<p>Observations of sessions by the leader and classroom teachers show that all children involved made progress with processing their feelings and developing their</p>	<p>To be able to offer this programme in 2021 – 2022 and target more key children across the school.</p>

			mindfulness techniques. Children's social skills and understanding of team play and spirit had also developed as a result of these sessions – evidenced by teachers observations.	
--	--	--	---	--

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 2.8 %
--	--

Intent	Implementation	Impact	Sustainability and suggested next steps:
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:	
Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.	<ul style="list-style-type: none"> Participate in a core package of inter-school competition through the 'Wimborne Area Sports Partnership'. 	£490	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>In the academic year 2018-2019 we met the criteria to achieve GOLD Sportsmark Award. <u>Due to Covid -19</u>, Sportsmark have carried this achievement over for the year 2019-2020. <u>Due to Covid -19</u>, this continued to not be possible to carry out in the year of 2020-21.</p> <p>Planned competitions for all year's within school have taken place in 'bubbles', giving all pupils an opportunity to work as part of a team.</p> <p>Continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible. Work towards achieving the Platinum Award in the future.</p>

Signed off by

Head Teacher:	Andrew Turrall	Subject Leader:	Callum Hayes
---------------	----------------	-----------------	--------------

Date:	22 July 2021	Date:	22 July 2021
-------	--------------	-------	--------------