

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by

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

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 May 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Developed a skills ladder to show core progression in key areas. • Completion of home challenges for all year groups, set and delivered via video by the PE lead. • Our pupils competed in the virtual competitions within the Onslow partnership, with some pupils winning medals for their performance. • Success and delivery of sensory circuits and PDP sessions to the children within our school who needed the physical support. • Introduction of an Archery programme within the school, offering a new sport to our pupils. 	<ul style="list-style-type: none"> • Development of a PE curriculum which has a clear progression of skills • To start a structured and clearly planned intra house sports competition when restrictions allow it. • To try and provide more opportunities for children to be active throughout their school day, and ensure they all get 30 minutes exercise each day. • To encourage more children to be active on their journey to school. • To implement extra opportunities for our children that are currently less engaged in our extracurricular programme.

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

NO

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 2020.	Survey monkey
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Survey monkey
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Survey monkey
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

Action Plan and Budget Tracking

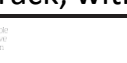
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £20 190		Date Updated: May 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: 2%
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:
Encourage teachers to utilise resources such as Go Noodle and Les Mills, alongside the run a mile track to provide extra opportunities for physical activity throughout the school day.	We have purchased a yearly subscription to Les Mills, providing the opportunity for high level activity sessions to be delivered by qualified instructors via video.		£200	Children have now been getting more opportunities throughout the week to get up in class and be active. Les Mills has also offered a brilliant alternative to PE when the weather has forced us to remain in the classrooms.	Utilising Les Mills has given teachers an opportunity to witness and participate in what a high energy exercise video looks like. Having these videos has enabled teachers to join in and learn the ways to deliver sessions like this. Moving forward, there is the chance for teachers to develop their own sessions and begin to lead these style of sessions by themselves, utilising the videos as a support tool. Our challenges have been able to come into school, moving forward it is possible to create weekly challenges for pupils to complete in school or at home to create extra opportunities for sporting activity and
Use of home challenges delivered by our PE teacher during lockdown, to engage children and ensure they are moving and being active while at home.	Purchase of camera tripod and allocation of hours to sports coach to plan, record and upload video challenges for the children. Videos were posted via google meets to capture all children across all year groups.		£150	Utilising home challenges were an excellent way to engage children and have pupils competing against each other and their families. Most pupils were commenting on the videos with their scores and even having extra attempts to try and beat their friends.	
Continue to use the Daily Mile track to encourage children to be physically active on a structured basis at least once per day.	Ensure that each class has their own time slot throughout the day, where they have full use of the run a mile track.			Each child is regularly encouraged to participate on the track, with the aims of	

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			<p>improving their fitness. Over time children will be able to participate in greater distance, and support the improvement in our pupils for athletics.</p>	<p>competition amongst classes.</p> <p>Continue to use the run a mile track for wellbeing, to ensure it receives multiple uses. While also ensuring other physical challenges are offered as an alternative to running</p>
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Key indicator 2: The profile of Physical Education, School Sport and Physical Activity being raised across the school as a tool for whole school improvement.

Percentage of total allocation:
0.5%

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:
<p>Assemblies to ensure the whole school is aware of the importance of PE and Sport competitions and to celebrate and encourage all pupils to aspire to be the best that they can be, and those who have had success.</p> <p>A notice board in the hall to raise the profile of PE and Sport for all visitors and parents. Leaflets are also displayed for local clubs.</p> <p>The profile of sport and PE is also promoted in the newsletter and on the web site. In this way, regular feedback is shared with parents about events and achievements.</p> <p>Introduction of Captain armbands to pupils who have</p>	<p>Whenever a team has had success, we have celebrated their achievements in assemblies. Children are also able to bring in their medals/trophies for show and tell to their classmates, further boosting the sporting profile of our students</p> <p>Competition reports and photos of the children will be added to the board. Leaflet's advertising local clubs in the community will also be included.</p> <p>Continue adding competition photos on the website, and providing pupils with certificates and photos to keep.</p>	£100 resources	<p>Most pupils at some point in the year have received a participation or achievement certificate in assembly, thus boosting self-esteem and personal pride.</p> <p>Pupils are proud to see their photos on the display board, which increases self-confidence and belief. It also gives the other children something to aspire to.</p> <p>The notice board and website are ways of celebrating success and sharing it with parents. It is a way of communicating to parents</p>	With these being low cost initiatives, the school are able to keep this going forwards.

<p>excelled in their PE lessons.</p>	<p>A different pupil in each class is given a armband to wear for the week if they have been showing the Green Lanes attitude to learning within PE lessons. A boy and girl from each class receive one and this provides added incentive for pupils within PE.</p>		<p>how important PE is at Green Lanes, both inside and outside of school.</p> <p>Children are happy and proud when they receive the armband. Getting to wear it around the school and everyone within the school knows what it is for. This has improved the learning of pupils who struggle with PE, as they know they can receive the award for trying their best</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:
				53%
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:
PE specialist lead Liam Francis joined the school team January 2021 full time to support pupils and staff with sensory circuits . pdp Subscribe to Complete PE to provide a full teaching resource for teachers to utilise and progress their PE knowledge. The resource provides in detail plans, with video and reviewing tools to enhance teacher and pupil learning. CPD opportunities for online learning.	Deliver and upskill staff in sensory circuits and pdp Teachers are working with the current PE lead to ensure they understand the lesson plans and feel confident and comfortable in delivering by themselves. This has also allowed teachers to ask questions to a PE qualified lead, who can add further development to their learning. There have been several options for online learning for teachers, having offered out CPD learning provided by the LTA.	£9690 £2000 subscription fee FREE	Teachers now are able to understand what a PE lesson should look like, and how to goal set each lesson to ensure outcomes are met. Teachers have also received support and reviews from the PE lead, to ensure that their lessons are meeting the standards that are expected from a curricular PE lesson. Providing teachers with these courses has supported their development as PE teachers. In tandem with our Complete PE package, the courses have supplied extra support in the terms and methodology behind teaching PE.	Complete PE will be on a yearly subscription.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
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	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>consolidate through practice:</p> <p>Ensure all areas of the national curriculum are covered in each year group providing breadth, variety and balance.</p> <p>Continue to offer a variety of activities in our after-school clubs</p> <p>Purchase and maintain a wide range of equipment</p>	<p>A PE Curriculum Overview is in place that ensures children experience a broad variety of sports that are progressive and age appropriate.</p> <p>External coaches are employed to add to the variety of clubs offered after school.</p> <p>Equipment has been bought for archery, tennis, basketball and orienteering.</p>	<p>£5000</p>	<p>A wide range of activities (some led by outside coaches) are on offer during curriculum time: gymnastics, archery, handball, hockey, tennis, football, cricket, rounders.</p> <p>A broad range of 'after school' clubs (including the use of outside coaches) have been offered throughout the year: multi-skills, archery and football etc</p> <p>Our PE equipment is plentiful and of good quality. This ensures that a variety and diversity of activities can continue to be offered.</p>	<p>Our Complete PE resource is used in order to ensure that, throughout their years at school our children enjoy variety and diversity in the content of their lessons. This will be constantly reviewed in the light of new ideas and interests.</p> <p>We will continue to strive for new ideas/ activities to teach during after school sessions. Our pupils have taken part in calls to voice their opinion and it is something we aim to do within school.</p> <p>At present, our PE equipment stock is looking healthy. However, we will continue to purchase quality equipment to enhance the teaching of PE. An audit will be completed to identify the areas in which new equipment is needed, or replacements are required.</p>
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curriculum being delivered.

Outdoor gym equipment for
playground

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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>To increase involvement and enjoyment in external competitive sports via the Onslow partnership.</p> <p>To provide a variety of opportunities for children to compete within school</p> <p>Provide opportunities for children to set themselves challenges and targets in order to develop personal competitiveness.</p>	<p>Onslow has provided us this year with a range of virtual competitions. (Add face to face if completed)</p> <p>Seek to arrange intra house competitions in the summer term when guidelines allow these to happen.</p> <p>Through lockdown this was achieved by the PE lead setting daily challenges to pupils to keep active and provide competition.</p>	<p>£3000 Onslow partnership fee</p>	<p>Medals were awarded to a selection of our pupils for high achievement in a range of competitions this year.</p> <p>Photos of competitive events are displayed on the noticeboard, website and mentioned in the newsletter in order to raise the profile of competition.</p> <p>Children were able to post their scores on google classrooms and compete against their friends in the challenges. The PE lead was able to see this and see how many children were engaged each day.</p>	<p>Ensure opportunities continue to be accessed through the partnership to develop competition.</p> <p>Competitions within school are regular and sustainable. New ways in which to compete will be sought.</p> <p>Seek to provide children with weekly challenges within the school environment, to ensure children naturally retain that competitive streak within themselves</p>

Signed off by

Head Teacher:	Ms Michele Johnson
Date:	July 2021
Subject Leader:	Liam Francis/ Amanda Looney
Date:	July 2021
Governor:	Liz Gordon
Date:	July 2021