

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:

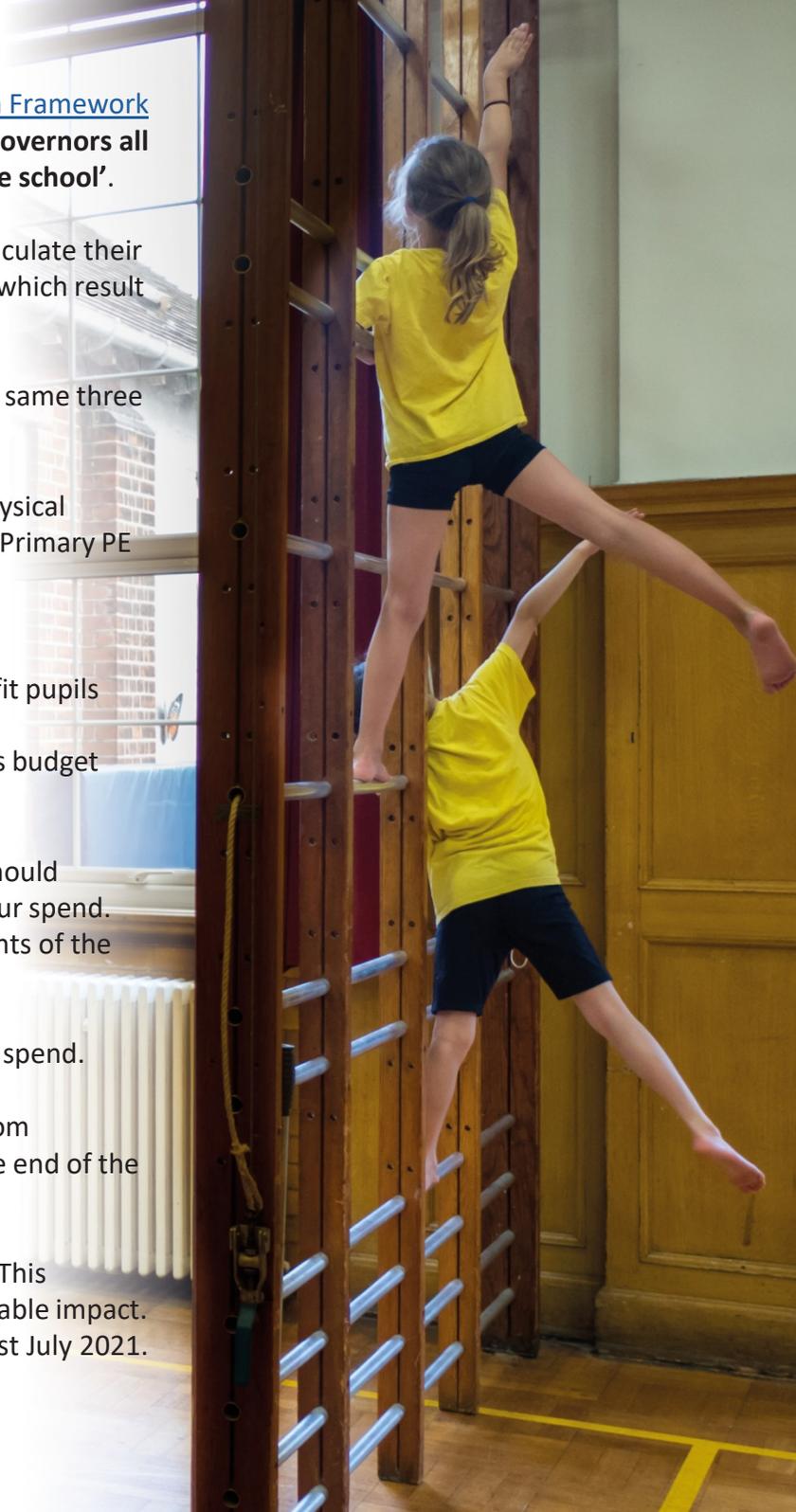
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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: |
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| <ul style="list-style-type: none"> • Sports mark gold award • Silver award for Sainsbury's School Games mark • Wider range of opportunities for all children – all children Y1-6 take part in a competitive event inc. Netball, multi-skills, Cross country, wake and shake, swimming, football, rounders. • Wide range of clubs before and after school – Football, Rugby, OAA, Running, Gardening, Dance, Martial Arts • All children in Reception take part in a pedestrian skills session each year • All Y5 and Y6 children have practical cycle training each year • More-able sports children attend Future Stars events and go to Sheffield Institute of Sport for a taste of a wider range of sports. • Sport's leaders in place and supporting with class teacher, preparation, sports day etc. (Bronze and Silver awards) • Active playtimes (Playground Buddies) • Support for PE leaders CPD and staff CPD inc. writing action plan, lesson observations, audit of resources, physical maths, • Intra school events held x 5 a year. • Inter county swimming finals for the last 3 years. • Repairs to trim trail and infant playground • Very active sports days well supported by staff, parents and thoroughly enjoyed by pupils • Visits to EIS • Visits from Olympic Athletes • Update of sports equipment • Introduction of sports apprentice to develop sport coaching and provision at lunch times. • Entry into Swimming competitions | <p>Maintain sports mark New OAA, Cooking, Dance, Street Beat and Rugby groups, Martial arts, lunch time clubs, in 20-21. Maintain wider sporting activities where possible</p> <p>Maintain and further develop a wide range of after school opportunities. Maintain and develop pedestrian skills</p> <p>Maintain Maintain and further develop</p> <p>Maintain Continuous CPD to support engagement of all in a wide range of sports/ PE activities – replenish resources. Continue to develop all staff strengths over a wider range of sports/ PE activities</p> <p>Maintain training and work on engaging all pupils</p> |

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £ 3,485

+ Total amount for this academic year 2020/2021 £17,200

= Total to be spent by 31st July 2021 £20,685

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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> | 35/42 - 83% |
| <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> | FC 30/42- 71% BC 26/42 - 62% BS 29/42 - 69% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 29/42 – 69% |
| <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> | Yes |

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: £4775 | | Date Updated: June 21 | |
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| 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: |
| | | | | | 23.2% |
| 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?: |
| Pupil audit of activity and competitive sport | | Audit completed and reviewed. To be done to establish activity levels of children post lockdown. | | £125 | Audit of activity shows that children have begun to return to activities outside of school inc. swimming, dance, sports etc. To ensure that this now increases planned increase in afterschool clubs for September to enhance this provision. Some of this years unspent monies will carry forward to support this area |
| All pupils take part in at least one competitive event (Y1-6) | | Inter school events attended through e.g EIS, South Axholme, Doncaster Rugby club, Lincolnshire Cricket Tournaments. | | £500 | Throughout the academic year children have taken part in virtual events both against children within school and across a number of other schools. This has ensured that children have remained both active and competitive. This has been managed through virtual events against other schools as well as bubbled cross country events allowing children to compete. Although not the face to face competition that we would have |
| | | | | | Sustainability and suggested next steps: |
| | | | | | £4800 |
| | | | | | Ensure that there are a range of activities on offer as well as a range of activities promoted and advertised through school newsletter / social media etc. |
| | | | | | As lockdown eases and travel / trips become more fluent travel to events in person again will allow that development of competition but also a maintained use of online competitions to aid with travel etc. |

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| | | | liked it has enabled the children to compete | |
| All pupils take part in 3 intra school (team competitions) each year. | Intra school competitions take place for all children / awards and trophies/ resources, supported and run at lunch times, through PE and afterschool supported by Sports Apprentice. | £400 | Through-out the year the children have been able to compete in year group competitions in: Athletics, football. During a time where activity has been limited outside, the children have been able to complete and compete against each other | Ensure that these different activities continue into the new academic year. A wider ongoing use of technology will also enable this moving forward. |
| Active school initiative with lunchtime equipment | Active initiatives promoted and awarded. Training led for Lunch staff by Progress and Achievement lead to encourage play and organisation of games. Play buddies trained to support play in infant / reception playground. Play leader hats / Jumpers to identify the children | £1800 + £375 | 2 sets of Play leader training Booked the first in early July completed the second for 1 st week in September. Staff supporting this training as well as the on going coaching for the children who then are the play leaders. This has allowed over 60 children to train as play leaders with all lunch time staff trained along with the children to ensure a well engaged playground with the play leaders effective in their role. TShirts and Caps purchased for the children to Identify when they are working as play leaders. | Ensure training for staff allows the role out of the provision in September |
| Lunch time clubs for both KS1 and 2 | Lunch clubs run for children to engage in wider sport focused on running led by staff who participate in international Iron Man events and a sports apprentice | £200 | Time to support the international Iron man training ensured a running club had enabled the children to train also. This allowed inspiration for a number of children to then train harder for themselves as well as showing children that anyone could achieve a goal. The fact that children were running with | Maintain celebration of external events and competitions to feed back into school for the children to follow. |

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| | | | someone competing at international level and mentor time ensured that children have high expectations. | |
| All pupils received 2 hours or more of PE per week Structured Play/ Sports activities during playtime supported by Progress and Achievement Lead and Sports Apprentice | PE timetable allows for 2 hrs of quality PE Audit of PE and curriculum time following Covid return and Curriculum review | | To supplement PE this year the classes have been completing a daily mile to ensure that they are outside as much as possible and counter the effects of Covid Lock down. This has culminated in the school taking part in the race for life and raising over £1740 for the charity. This has stemmed from the children's involvement in the daily mile. | Continue to timetable 2 hrs of PE plus daily mile to continue. |
| lunchtime staff and play leaders are well resourced and trained. | resource requirements Ensure all children experience dance, gymnastics, swimming, games and athletics Continue to provide further support for lunchtime supervisors (ASET training) to engage pupils at break/lunch | £500 | Resources purchased, but due to Covid are currently in store. This will allow all the play-leaders to have the appropriate resources to deliver play ground support moving forward | Role out equipment and maintain an replenishing cycle for the resources so that they are there and plentiful |
| Increase the quality of outdoor provision for Nursery children ensuring outdoor areas are of a high quality | Review resource provision and equipment to allow this to happen throughout the year. Continue to ensure that key areas are prepared and maintained | £900 | Outdoor activity area purchased to allow a range of role play areas to be able to be developed for Nursery which provide the children with shelter in both hot weather and wet weather to encourage and support more time outside. | Continue to develop the use of outdoor provision and update and refresh outdoor clothing where required. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 11.2% |
| Intent | Implementation | | Impact | £2325 |

| 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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| Raise the profile of PE and sport (cross reference priority 5 of Academy Development Plan) | Celebrate sport across the school through all areas of media. Invite external people in to talk about sport and sporting/active achievements. Recognise through assemblies and awards in school children and parent achievements outside of school. Invite governors to be part of sporting competitions as volunteers & observers Update staff regularly Update governors regularly | £375 | Children have spoken with a Marathon Runner who at 70 has completed 20 marathons. An Ironman Athlete who has competed at international iron man events. As well as a cyclist who rode Lands end to John oGrosts in 6 days. We have also ensured that we have prizes for Sporting events, certificates etc to celebrate success and achievement. Events have been shared through MS teams | Children to meet on an ongoing basis athletes from a range of sports to widen their knowledge and engagement in sport. |
| Promote all the provision of school sport linking literacy to sport | Teach children how to produce reports for events/ website/ newsletters (involve sports leaders in this too) – purchase of equipment to enable easy use of social media to promote activities. | £200 | Cameras purchased for each class to enable easy recording of events in school to then be able to be added to PE big books or Social media. Children celebrating their Successes regularly | Develop staff access to social media to extend its use through training of appropriateness and engagement of others |
| Create a culture of celebrating success at all levels | Through assemblies, Rewards, Displays children are celebrated for their engagement in activity outside of school. | £50 | Through Assemblies and activities where possible and displays in school children celebrated for their success in activities outside of school. Display resources ongoing | Continue displays of success and a return to whole school assemblies where success is celebrated as Activities are released due to Covid |
| Continue to develop stronger partnerships between other schools and key partners | Liaison with IET to ensure all possible resources are utilised by the school (3G pitch, SAA PE staff) Doncaster Rugby club Lincolnshire Cricket Scunthorpe Town | £750 – Carried forward into 21/22 | Contacts made with Cricket lincs, Doncaster rugby club but no events with these attended. Carry forward. | |

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| | Doncaster football club As well as all external club providers to develop practice and taster days in school. | | | |
| To engage in Scunthorpe Town Rugby club Literacy Project | Work alongside Heslam park to link writing/reading to sporting achievement | £950 | Booked and in place for for academic year 2021- 22 | Ensure that literacy skills are transferred into own writing to ensure that this develops their skills all round. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 43.7% |
| Intent | Implementation | Impact | £9050 | |
| 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 lessons to be taught by confident and competent staff Staff | Staff audit of strengths and areas of development Provide staff with CPD and mentoring by team teaching with KS3 and 4 specialist staff at SAX on at least a weekly basis using support on a Monday afternoon 780 Coaching to deliver CPD Modelling from Progress and Achievement lead – a PE teacher and International Ironman Athlete. | £4000 (supply costs for SAX cover and 780) | Spring and Summer term has allowed us to be able to work with SAX enabling a PE teacher to come in and work with class teachers modelling the teaching of PE. This has also been possible to release specialist staff in house to be able to model PE teaching to staff. This has meant that the quality of PE – in a restricted time period has been of a high quality for all the children and staff involved ensuring that this moves forward into 21/22. | Continue to model good PE Practice with PE Specialist in house to support staff where required and to also access South Axholme where required ensuring that high quality PE is consistently delivered |

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| PE lessons to be taught by confident and competent staff Staff | Employ a sports apprentice to develop the teaching of PE across the school. | £4,000 | Sports apprentice has developed PE across all year groups from Nursery – Y6. This provision has ensured that the modelling of key skills has been developed for all staff as well as being a role model for the children. It has also allowed targeted intervention for some children to develop their own sport further as well as to enable 1:1 intervention linked to gross and fine motor skills. | Continue to develop staff training and modelling with in house PE specialist as well as Gross and Fine motor intervention. |
| Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children. | Release time to allow staff who engage in healthy active lifestyle to talk to the children about their achievements – (Cricket, football, Iron man, Marathon running, park run) Cycle rides from lands end to John o Groats | £0 | Time given to staff to compete in high level events. For the children to then follow these events and staff to provide follow-up discussion and activities with the children. A six day bike ride from lands end to John o groats for the children to follow for example with then work with children in school following this. | Staff to continue to share their activities with the children to enable the children to be confident to share their own successes as well as to attempt a wider range of sports and activities. Ensure that we prioritise cover for staff to be able to deliver sessions with children/assemblies etc. |
| Structure Play/ Sports activities at break and lunchtimes | All staff to promote and talk about active lifestyles and sporting events – Cornerstones curriculum links Sports ambassadors from SAX to lead games at lunch for KS2. Provide training for lunch staff to deliver quality lunch time activities. | £150 lunches through year for KS4 students plus equipment costs - Carried forward | - Not completed - Training booked for Early July for children and staff with more training booked for September 2021 too. | |
| PE lessons are planned in a progressive way which ensures all pupils show progress and are challenged. | Monitoring by PE lead and curriculum development time for structuring on new curriculum in line with new framework. PE Deep Dive training to ensure PE lead highly skilled | £4,000 | Deep dive training underway with Ofsted lead for Yorkshire and Humber along with training through National college booked and planned. On-going re development of school curriculum planning in place throughout the year. | Ensure that this training continues into the new academic year in line with monitoring and development of the curriculum to not only allow coverage but also staff subject knowledge continues to develop. |

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| Lessons are enhanced with relevant equipment including ICT to enable self and peer evaluation | Provide CPD as necessary to meet specific needs. Audit the range of equipment/resources in use purchase new as required Use ICT to record and review techniques especially athletics. | £500 – Carried forward | To carry this training forward into 2021/22 | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 4% |
| Intent | Implementation | Impact | £930 | |
| 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: |
| Additional achievements: Children have opportunities to be leaders as well as participants Young people are able to swim 25m (see earlier section for outcomes from previous year) Increase the number of sports on offer to children Signpost children to other community provision outside of school. | Use play leaders and school council to cascade training and produce regular newsletters and update notice board Implement swimming program for Y4 and Y6 cohort. Record all children's swimming achievements for swimming team. Note the higher attainers and involve in additional challenge | £230 – Carried forward | This now needs to role forward into next year as there have been limited opportunities for this to happen this year. | |
| | All Y4 and Y6 complete water safety training. Y6 Surf School Challenge on Residential | £700 – Carried forward | Due to no residential this year it has not happened. Water safety has been discussed in school but the surf challenge not completed. This money will be rolled forward into next year to support further water based activity. | |

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| | <p>Organise taster sessions of a range of different sports for children (Cricket – Chance to shine, Rugby, Creative Dance)</p> <p>Signpost and encourage children who show talent. – support where required children to ensure that they are able to fully engage in their sport.</p> <p>Ensure all staff have an awareness of clubs and promote them.</p> <p>Promote clubs to parents through weekly newsletter.</p> | Free | | Continue to offer taster sessions of a range of sports. |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 17.3% |
| Intent | Implementation | | Impact | £3580 |
| 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: |
| Maintain and Increase the number of sporting activities that children can be involved in. | Recruit other groups/ agencies to support with provision (Creative Dance, Scotty's Heroes, Rugby tots, 780 football) Schools Swimming - | £1500 – Carried forward £1500 | Other groups liased with but not used during the 20/21 academic year due to Covid restrictions. These groups are in place ready for 21/22 academic year Covid dependent – This area now needs to be re-allocated as it hasn't been spent Top Up swimming booked for 21/22 academic year due to reduced swimming opportunities this academic year ensuring that all children are able to swim 25m. This will be on top of the normal school provision for swimming next year for year 4 children which is also booked. | Where possible provide a range of clubs and activities for the children. The clubs will be supplemented by school provided clubs to ensure that the widest possible provision is in place. Swimming will continue as a normal school activity with the top up provision provided for children to ensure that COVID hasn't hindered their progress. |
| | Replacement of equipment: eg: Quoits, Eveque athletics pack, skipping ropes, tennis balls, bean bags | £580 | Ongoing resources purchased to ensure that a wide range of sports can be completed in school | Ensure that there is an ongoing plan to replace sports resources so that general wear and tear does not impact on the children's ability to access a wide range of activities. |
| 20/21 budget - £20685 20/21 Spend - £16830 20/21 Carry forward into 21/22 budget- £ 3855 | | | | |

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| Signed off by | |
| Head Teacher: | Sean Woolley |
| Date: | 6/7/21 |
| Subject Leader: | Karen Stanham |
| Date: | 6/7/21 |
| Governor: | Stuart Wilks |
| Date: | 6/7/21 |