



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 July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">Children continued to remain engaged with physical activity during the Spring and Summer Terms remotely via the School Games Mark weekly challenges. The school received two awards for the amount of engagement of pupils throughout.Installation of new sports arena – astro turfed large area containing daily mile, sport/ games markings and multi-gym equipment.Continuing to work towards Platinum Quality Mark for PE and Sport.	<ul style="list-style-type: none">To develop staff confidence and subject knowledge in order to increase the quality of PE taught.To continue to increase the variety of opportunities for pupils throughout the year.To further encourage outside activity and support healthy lifestyles by building a small kitchen garden for whole school growing of fruit and vegetables, and to support science, PSHE and mental wellbeing.

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.

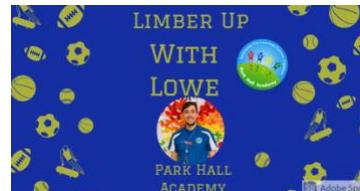
Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?			Total Carry Over Funding:	
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve 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.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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?	Yes/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: £19,600	Date Updated: 10.02.21	
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 allocation: 39%
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:
Midday Activity Assistant will engage pupils in physical activity during lunchtimes to ensure that pupils are active and gaining skills.	TL – KS1 - games MA – KS2 – circuit training activities	Staffing £5503 (+ on costs)	Pupils engaged in a range of active team and individual physical tasks developing a range of skills and increase in stamina. Skills to be built on from previous year, with children taking more of an active lead in leading games/ circuits.
Sports Ambassadors will take a lead on midday activities, engaging peers in physical activity during lunchtimes.	JP/ TL will provide training on the role of the Sports Ambassador to the elected candidates to develop leadership skills. Midday Activity Assistants (TL, MA) will provide training and support to Sports Ambassadors.	Equipment Allocation for bubbles - £2000	Not able to take place officially due to Covid – pupils were engaged in becoming experts during midday activities with staff and leading certain aspects of the tasks. £374.25 was spent on bubble equipment to engage pupils in active play. Sport Ambassadors elected, developing leadership opportunities.
Active learning and brain breaks will be used to allow children to refocus their attention on learning.	Daily Mile track timetabled to allow class bubbles to access the track. Brain break activities CPD for all staff. Write dance for Foundation Stage		Continue to enable all pupils to have access to mile/ gym-setting themselves personal challenges.

Key indicator 2: The profile of PE/SSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
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>Sports Ambassadors will assist in raising the profile of PE/SSPA throughout the academy/ year groups whilst developing leadership skills.</p> <p>Sports Ambassadors & children participating in sporting activities and events assist in raising the profile of PE/SSPA across the school.</p> <p>Raise the profile of PE/SSPA to parents to demonstrate the impact of PE/SSPA on health and well-being.</p>	<p>Election/ interview of Sports Ambassadors – 2 year term to allow for impact following training and support.</p> <p>Pupils will record monthly sport news videos which will be shared with the pupils, staff and parents to encourage participation and celebrate success.</p> <p>Use the academy social media site and newsletters to demonstrate to parents the impact of PE/SSPA throughout the academy.</p>	<p>PlayMaker Qualification £99 £50 for display/ printing board Playground active equipment - £1800</p>	<p>Unable to happen due to Covid.</p> <p>Staff member (TL) produced weekly videos (Limber up with Mr.Lowe) circuit training/ skills used by staff in school as active breaks in school and to engage pupils and families in sports/ activity. Shared with families via social media and newsletter link.</p> 	<p>See KI1.</p> <p>As competitive sports re-commences, pupils, led by sports ambassadors, will share/ report on sporting successes/ accomplishments via social media, to the LGC and newsletters.</p>

Celebrate sporting role models to impact upon aspirations of pupils	Ascertain which sporting heroes pupils are most interested in and then provide further information/ visits where possible to inspire pupils to participate in sport and activity.		Marcus Rashford allocated as an inspirational sporting figure. Whole school project to make a 'Little People, Big Dreams' book chronicling his life, ambition and attitude to succeed. Pupils received a message back from Marcus via our Twitter account. 	Continue to educate and inspire children on a wide range of sporting role models.
Celebration Assemblies used to raise the profile and celebrate sporting success across the school to inspire others.	Pupils and staff to make their year grp Sports Ambassador aware of any sporting accomplishments to be shared during weekly assembly.		Sports Day was based on the Tokyo Olympic Games, including para-olympic games, developing children's knowledge and skills.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Training for teaching staff to support professional development in the teaching and learning of PE.	Teacher survey audit to be completed by teachers to ascertain development needs of staff.	Leadership time allocation to research, plan and record CPD -6 days initially - £300 (TL)	Key Stage audits demonstrated the development needs of staff. Curriculum adapted in order for skills from the audits to be observed/taught by staff alongside sports lead (TL).	PE Passport to be purchased to include the use iPad technology in physical education.CPD units for staff included will continue to embed best practice, providing models and images for staff CPD.
Utilise skills of Mr Lowe to support teachers in delivery of high quality PE lessons	Suite of CPD packages designed and delivered (possibly electronically) to staff dependent on areas of need identified on survey audit.			
Attend PE leader training to develop knowledge and create links with external companies.	Using the links from School Games/Longton establish links and attend relevant training and make staff aware of CPD opportunities available to upskill.		Links maintained with School Games – certificates of engagement achieved by the school for participating in School Games virtual events. CPD events did not take place.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 49%
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:
Create a link with local cricket club where coaches come in to deliver expert lessons/clubs (KS1)	KS1 pupils and staff will have the opportunity to participate in cricket delivered by a coach. Staff will share their knowledge to enable this to continue beyond the sessions.	Cricket Kit x2 sets £91.80	Coaching sessions did not take place.	Explore with children/ local clubs accessibility to sports/ activities on offer to develop skills and knowledge. Continue to work towards achieving the School Games Mark-Platinum award.
School games used to inspire pupils to take part in appropriate competitive school sport.	<p>School Games competitions to be used throughout the school to introduce and encourage all pupils to take part in a wide range of sports and activities.</p> <p>School Games personal challenges used alongside inter/ intra competitions.</p>	Mini bus – £3000 (Lease, insurance, fuel etc)	<p>See indicator three. School games inter-house tournaments were used to engage pupils in competition within school. Pupils developed knowledge and skills alongside the sporting values.</p> <p>Mini-bus lease maintained, year 6 pupils attended swimming, summer term. School Games mark was put on hold.</p>	
Encourage outside activity and support healthy lifestyles by building a small kitchen garden for whole school growing of fruit and vegetables, and to support science, PSHE and mental wellbeing.	<p>Repurposing of a disused area Pupils engaged in planning and maintaining the area for development.</p> <p>Link to healthy eating.</p>	Repurposing of area + new equipment - £6500		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 1%
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:
Affiliate with Longton Schools' Sports Association (Athletics, cross county football etc to enable participation in a range of competitive sports.	Participate in the Longton Sport's Association Meetings/ St. Bart's Sports to plan a calendar of events for a range of pupils to participate in.	Fees - £110	Unable to take place due to Covid – focus on inter- sports games to ensure children could continue to take part in competitive sport alongside personal challenge activities.	Actively engage in inter sports events, offering our own facilities for use.
Pupils participate in Inter Sports Events organised through St. Bart's Trust to develop relationships with members of the St. Bart's Family and engage in sport.	Provide mini bus travel where necessary to enable pupils to travel to and from events. Offer the Park Hall Academy facilities to host sporting events to raise the profile of Park Hall as a place of sporting achievement.			

Signed off by	
Head Teacher:	Mrs G Frost
Date:	25.02.20
Subject Leader:	Mrs J Preston
Date:	25.01.20
Governor:	Mrs S Hawley
Date:	12.02.21