

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.

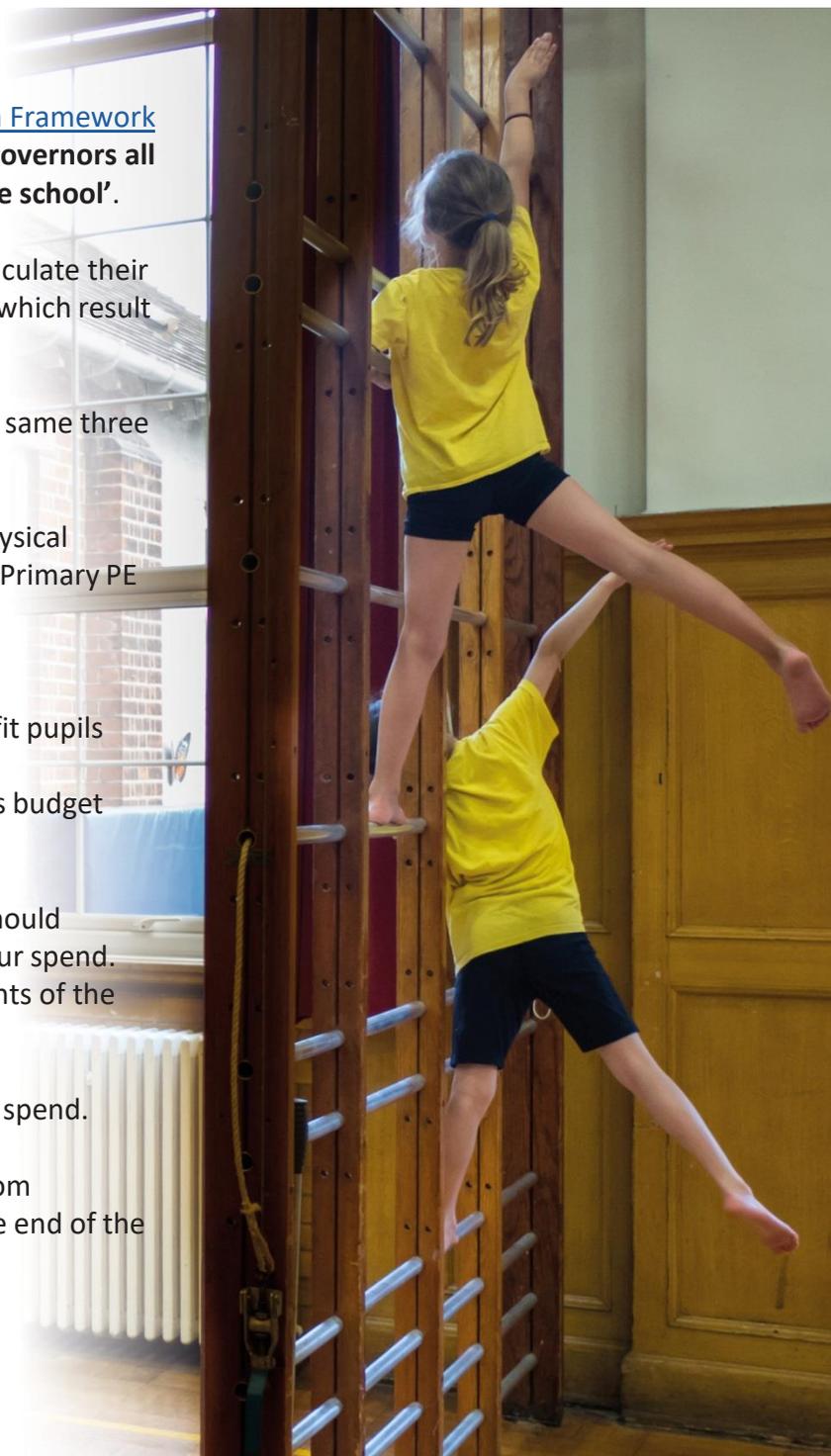
Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- 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:
<p>Abbey Road Primary School continued to provide a wide and increasingly varied range of curricular and extra-curricular sporting opportunities - available to all children (until curtailed by COVID) - contributing to their health and well-being. All our children have the opportunity to learn to ride a bike, cycle in curriculum time and attend an after school club.</p> <p>The successful delivery of our PE provision, as well as the valuable (voluntary) contributions of staff and parents, has made Abbey Road a successful school within Rushcliffe when it comes to competitive sports. We believe that involvement in sport has a positive influence on the concentration, attitude and academic achievement of all children.</p> <p>In 2018, 2019 and 2020 we were awarded the 'School Games Gold Mark', in recognition of the opportunities available to our pupils.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity; Key indicator 4: Broader experience of a range of sports and activities offered to all pupils and Key indicator 5: Increased participation in competitive sport have all been affected by the Covid pandemic.</p> <p>Extra-curricular sports clubs and opportunities for competition have not taken place since the outbreak of Covid in March 2020.</p> <p>Whilst many children have increased their Physical Activity, despite our best remote efforts, some children have done very little Physical Activity while school has been closed. All the children have missed out on face to face Physical Education as well as opportunities that involve being with other peers (eg team games). The children have also missed out on swimming teaching (within the school setting and after school opportunities).</p>

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

Total amount carried forward from 2019/2020 **£11,000** (see 2019/20 template for spending allocation)
+ Total amount for this academic year 2020/2021 **£19,711 (17,960.05)**
= Total to be spent by 31st July 2021 **£30,711**

<p>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 which you can transfer to the pool when school swimming restarts. 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? 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. Please see note above.</p>	95%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.</p>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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>	No (no school swimming this year due to covid pool closures)

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: £	Date Updated:		
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:	
			60%	
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>Increase physical activity at break and lunchtimes through the development of our school environment, space and equipment.</p> <p>Continued promotion of active travel to school.</p> <p>Recruitment and training of new sports leaders.</p>	<p>Develop outdoor large playground area and purchase new equipment to include football and netball goals and cricket wickets.</p> <p>Ensure midday staff are confident with the children riding their bikes during lunchtime on our new track.</p> <p>Increase curriculum and lunchtime cycling opportunities to encourage the children to ride their bikes to school.</p> <p>Provide more safe bike storage at school.</p> <p>Sports leader training</p>	<p>£6,000</p> <p>£610.40</p> <p>£180</p>	<p>Physical Activity during break and lunchtimes has notably increased. 40+ children from Y4-y6 are riding the bike track during lunch and break times every day.</p> <p>Active travel, particularly by bike, has increased.</p> <p>New team of Sports leaders have received training.</p>	<p>All children who are able to ride independently have now received coaching on our bike track. Expand the break/lunchtime opportunity to include all children y1-y6.</p> <p>Continue to promote active travel to school and provide opportunities for the children to ride their bikes within the school day to encourage them to travel to school by bike.</p> <p>Ongoing training and support needed.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				30%
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:
Increase the number of children who are active during break and lunchtimes; decrease the disruptive play/behaviour during break and lunchtimes that currently has a negative effect on learning once the children return to the classrooms.	<p>Develop outdoor large playground area and purchase new equipment to include football and netball goals and cricket wickets.</p> <p>Ensure midday staff are confident with the children riding their bikes during lunchtime on our new track.</p> <p>Service and maintenance of school bikes.</p> <p>Repair to outdoor gym</p>	<p>£5000</p> <p>£200</p> <p>£810</p>	<p>Physical Activity during break and lunchtimes has notably increased.</p> <p>Y4,5 and 6 have had weekly opportunities to ride the bike track during break/lunchtimes</p>	<p>Small minority of children remain very inactive. Explore further possibilities / targeted clubs that might appeal to them</p> <p>Y2-Y6 to have weekly opportunities to ride their bikes within the school day.</p> <p>EYFS and Y1 to receive further cycling coaching.</p> <p>Balance bikes to be used by non riders</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
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:
All staff who didn't access a block of CPD last year, due to Covid, to have the opportunity this year.	Y2 to work with a multi-skills coach.	£510	CM and MW worked alongside a multiskills coach who provided them with fresh ideas.	Review (last done 2 years ago) staff skills, knowledge and confidence to deliver high quality PE lessons.
All staff to observe HD deliver cycling sessions to their class to ensure they have the knowledge, skill and confidence to be able to provide their own classes with cycling opportunities.	Release for HD to work with all the teachers/classes in the school.	£1080	The majority of staff are now confident and equipped to provide their own class with opportunities within the school day to ride the bike track.	Provide CPD opportunities to all staff who deliver PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
<p>PE curriculum to be broad and balanced reflecting the varied expertise of the staff team and providing all children with the opportunity to excel. Subject leader to ensure there is an appropriate progression of skills within this curriculum. Subject leader to ensure we have all the necessary sports equipment.</p> <p>All children to receive cycle coaching so they can safely ride our new track. Non riders to be supported in learning to ride</p> <p>Further development of the EYFS outside area to increase the activities offered to these children</p>	<p>Subject leader to ensure progression of skills in PE curriculum and progression of skills are followed; recognising their may be temporary changes due to PE lessons having to take place outside due to Covid.</p> <p>Release time for HD. Advice for parents who are best placed to teach their children how to ride. Support for children whose parents are not in the position to teach them. School bikes to be lent to children who do not have access to their own bike.</p> <p>Balance bikes to be purchased for younger children.</p>	<p>£2324.85</p> <p>£515.</p>	<p>All staff are aware of progression of skills and subject leader has looked at some year groups planning.</p> <p>99% children in KS2 can ride a bike independently.</p> <p>All children in KS2 who do not own their own bike have been given the opportunity to borrow one from school.</p> <p>School balance bikes will support more of our younger children learning to ride a bike so numbers who can not will be smaller and easier for school staff to target with support.</p>	<p>Subject leader to spend more time monitoring the PE curriculum, including lesson observations.</p> <p>First Grade Sports to be used to provide extra curriculum clubs for all pupils at a cost that is accessible for all.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Participation in competitive sport (intra and inter school) to resume.	Contribution to Rushcliffe Borough Sports Partnership that organises inter school events and training opportunities While the children have to remain in bubbles, competitive sport is limited to within PE lessons. Wait for Covid guidance to change before planning this further.	£730		This will be a priority for next year providing government guidance allows it.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	