

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:

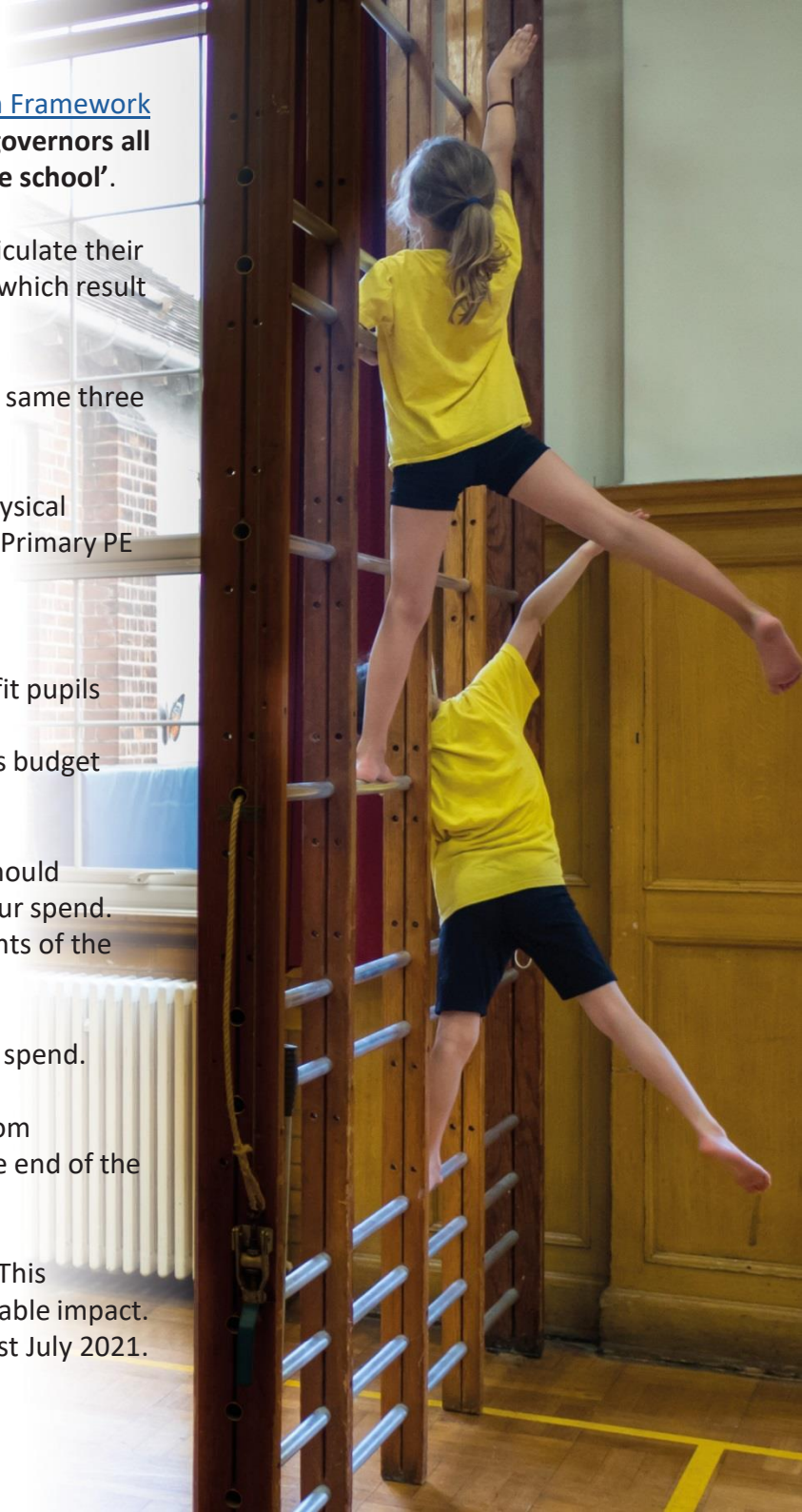
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<ul style="list-style-type: none"> • Quality of teaching in PE has improved due to the recruitment of a PE specialist to offer a new and exciting PE curriculum and provide team teaching to all staff. • Extended PE specialist time to support our aim to develop lunchtime provision including the training of LSAs in engaging reluctant children. • The collection of data through student surveys and our Moki activity tracker bands has given us robust baseline data to guide our PE, school sport and physical activity offer at Somerford Primary School. 	

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 £.....

+ Total amount for this academic year 2020/2021 £.....

= Total to be spent by 31st July 2021 £.....

<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>	<p>It is not possible to assess swimming this year due to covid restrictions and pool closures.</p>
<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>	<p>It is not possible to assess swimming this year due to covid restrictions and pool closures.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>It is not possible to assess swimming this year due to covid restrictions and pool closures.</p>
<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>	<p>Yes/No</p> <p><i>But only because our Year 5 and 6 sessions didn't occur because of the Covid. We would ordinarily use some to provide additional support for our more capable swimmers.</i></p>

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:	
			%	
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:
Educate children in the value and benefits of a healthy active lifestyle.	<ul style="list-style-type: none"> Purchased Moki activity tracker bands to understand the physical activity levels of our children. The Moki bands record both the number of steps and the minutes of moderate to vigorous physical activity (MVPA) performed by the wearer. The bands help us to engage children in an active curriculum. 	£1239.60	<p>Children have a greater understand of the CMO guidelines on daily physical activity. We know this through feedback from the children.</p> <p>The Moki bands enabled us to understand the current activity levels of our pupils. This shows that the children are completing the required amount per day .</p>	Use our two class sets across the whole school on a rotation.
Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity	<ul style="list-style-type: none"> Employed PE Specialist to provide high quality PE lessons, introduce new and exciting sports into the curriculum and provide CPD through team teaching to teaching staff. 	£4316.93	<p>Using this data we have made changes to our daily physical activity, including more active lessons, fit breaks, re-launch of our daily mile and new lunch time clubs.</p> <p>We carried out a health and wellbeing survey with every pupil in our school to understand physical</p>	Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact. Continue to use the annual attitude survey. Attitude survey to help drive strategy and evidence impact

<p>Use active lessons to increase physical activity levels and learning.</p>	<p>Purchased Teach Active Maths and English licence for the whole school</p>	<p>£2250.00 for a three license</p>	<p>activity levels, engagement in community sports clubs and to gather student voice on what sports and clubs they would engage in. We also asked wellbeing questions to understand further how they feel in school and if children feel safe and supported.</p>	
<p>Provide opportunities for daily physical activity. Daily Mile, Active English and Maths sessions.</p>	<p>Purchased Action Mats to engage children in exercise, using a series of highly visual cardio fitness stations that can be moved around to create games and team challenges</p>	<p>£840.50</p>		
<p>Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities.</p>	<p>Purchase of new sports equipment to be used to support physical activity at break times, PE lessons and provide equipment for sports leaders to use.</p>	<p>£2353.73</p>	<p>We have used these results to make changes and to implement new ideas to engage children in PE, sport and physical activity.</p> <p>Do you know any of this? XX Clubs have been set up to target the least active pupils. XXX pupils have attended these clubs, with XX coming from the least active group. XX pupils from the inactive group are now accessing the CMO guidelines.</p> <p>Increase in % of pupils meeting CMO guidelines</p> <p>Clubs delivered as breakfast, lunchtime and after school depending on demand. Average attendance at clubs is XX.</p> <p>Increase in % of pupils attending extra curricular clubs</p> <p>Registers from additional clubs have an average attendance of XX</p>	<p>Pupil concentration, commitment, self-esteem and behaviour enhanced by the use of the sports ambassadors</p>

			<p>pupils.</p> <p>Increase in attendance of extra curricular clubs</p> <p>XX pupils not accessing 30 mins of physical activity per day attended a club this year.</p> <p>Reduction of pupils not meeting 30 minutes physical activity per day. This could be evidence through the Moki bands or pupil survey</p> <p>Increase in % of pupils attending community clubs</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	%

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>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>Use PE and sport to develop the whole person including thinking, social and personal skills.</p> <p>Use PE teaching to aid fine and gross motor skill development.</p> <p>Use sporting role models used to</p>	<p>As a school we contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Dance project and festival • Outdoor activity days 	£2500	<p>The Christchurch School Sports Partnership provides a wide range of opportunities for our pupils to experience each year along with continuous support in the development of physical education and sport at Somerford Primary School.</p> <p>Being part of a partnership of</p>	<p>Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.</p> <p>Use Christchurch PE Conference to review, evaluate and plan for the next academic year.</p>

<p>engage and raise achievement. Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p>	<ul style="list-style-type: none"> • Primary Leadership Academy • Christchurch Sports Awards • Youth Sport Trust Primary Membership • Athlete Mentor visits • Support from Dan Moody (Partnership Manager) for team teaching and staff CPD. 		<p>schools allows us to share good practice and learning from other schools.</p>	
<p>Raising the profile of PE and School Sport at Somerford Primary School.</p>	<p>Develop a team of sports leaders & Bronze Ambassadors through the Christchurch Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway.</p> <p>It is important that children and staff take pride in their school. To support this we have purchased sports uniform for children and staff to wear when they are representing our school and sports events. Sports uniform for pupils & staff</p>	<p>£2576.10</p>	<p>Pupils and staff have reported that they feel an increased sense of pride in wearing the new sports kit. We have been unable to attend interschool events due to Covid 19 but when children can attend events again we believe that the profile of Somerford Primary School will be raised in the local community.</p>	

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Purchase of Complete PE to raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p>	<p>Please see above – School Sport Partnership CPD Programme. We share the CPD calendar and book staff on to CPD sessions where requested. This year staff have completed the following course:</p> <ul style="list-style-type: none"> • Complete PE training • FA Shooting Stars Active Play Through Storytelling <p>Employed specialist coaches and providers for team teaching & staff training to increase the knowledge and confidence of staff in delivering PE.</p>	<p>As stated in Key Indicator 1</p>	<p>More confident and competent staff evidenced through feedback sheets and lesson observations</p>	<p>Ensure all staff have the opportunity to experience team teaching with specialist coaches.</p> <p>Carry out observations with staff to offer support and development.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

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>To use athlete mentor visits to engage and inspire children in sport and physical activity through new opportunities.</p> <p>We organised an activity week with the aim of raising the aspirations our pupils and to help them to realise their potential in and through physical education and sport. We wanted to provide opportunities to participate in new activities, encouraging lifelong participation and to promote a healthy and active lifestyle across the school.</p>	<p>We brought in Jamie Knight the freestyle footballer to deliver inspirational assemblies for each year group.</p> <p>We brought in the following opportunities in addition to engaging in Dorset School Games Move It Week:</p> <p>Yoga visit Climbing walls and cave Sports day stickers</p>	<p>£667</p> <p>£360 £1500 £54.96</p>	<p>All year 6 pupils had the opportunity to experience new and exciting opportunities during activity week. The feedback from the children and staff was fantastic. There was a great atmosphere around the school. The children also participated in 'Race for Life' and raised over £1,000 for</p>	

			cancer research.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:

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