

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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](https://www.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.

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 2020. 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • March 2020 to July 2021 impact of COVID • Bronze medallists in the City table tennis competition 2019 • Finalists in the city Year 4/3 tennis competition 2019 • 3 children selected for the Nottingham Forest Academy. • Competed in the Nottingham Schools Football League. • Achieved the Gold Sport Games Award in recognition of commitment to sport. • 97% of students accessed a sport club in the year end July 2019 • From 2020/21 (school closure Spring Term): <ul style="list-style-type: none"> - 100% pupil competed in intra-school activities (Sports Day, Easter Run, Welbeck Euros, Welbeck Wimbledon) - 67% pupils in Year 5 and Year 6 participated in inter-school competition - 64% pupils in Year 5 and Year 6 accessed Sports Club - 69% Year 4 pupils accessed a sports club - 100% Year 3 pupils accessed Tennis Club - 60% Year 2 pupils accessed Sports Club 	<ul style="list-style-type: none"> • Developing success rates at the competitions Welbeck competes in (limited inter-school competition in 2020-21 due to COVID) • Further Develop inter-school competitions using school mini-bus to access wider variety of competition. (effected this year due to COVID) • Continue to develop and track children's mobility and fitness post-COVID through targeted interventions and support in PESSPA • Continue to develop provision of Healthy Eating and Exercise teaching and learning through PE lessons, science lessons and extra-curricular club provision. • Develop strong links with local schools to increase inter-school competition • Continue to develop outstanding practice through team teaching.

Meeting national curriculum requirements for swimming and water safety.	
<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>56%</p> <p>Only 16% of children able to attend swimming lessons externally</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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?	N/A

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: £18,653	Date Updated: July 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				0%
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: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Develop understanding of importance of at least 30 minutes exercise a day. • Develop understanding of health benefits of exercise • Understand sustained physical activity is a key part of a typical everyday routine 	<ul style="list-style-type: none"> • After school club provision in agility, athletics and football • Additional classroom timetabling to ensure distance running over 30 minutes with target outcome of Easter Run and Sports Days etc. • Targeted obesity in school through lunchtime sports clubs, Healthy Eating initiatives and extra-curricular sports clubs • Sports Leaders led targeted activities at lunchtimes across whole school • Extensions of short session 'Me v Me' Challenge to KS1 		<ul style="list-style-type: none"> • Children can identify examples of 30-minute activities they can participate in • Children can participate and understand variety of rules athletics from Sports Day • Children can identify and describe PE lessons and objectives covered. • Sustained long distance running for Easter Run • 100% of children participated in Eat Them To Defeat Them healthy eating challenge. 	<ul style="list-style-type: none"> • Embed timetabled changes to ensure 30 minutes a day structured activity • Termly target to support build up (e.g. Easter Run, Sports Day) • Extension of short session 'Me v Me' Sports Leader Challenge to specifically target KS1 and EYFS pupils • Parent Welcome meeting segment on healthy living and importance of daily exercise

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				67%
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: £12,540	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • PE and Sports Specialist Teacher lead (SSL) work with DH on PE across all key stages. • Lunchtime club and extra-curricular provision and opportunities every day for all students • Development of Sport Leaders across Key Stages to raise and maintain profile of PESSPA • High quality staff CPD through team teaching with SST • SST mentoring role for children needing additional support in sport participation • SST establishing links with local schools for competitive competitions 	<ul style="list-style-type: none"> • SSL and PE lead plans and delivers PE lessons • SSL/PE lead overseeing curriculum development and progression of skills maps • SST CPD for all school staff through team teaching and high-quality insets • Mentoring programme established, liaising with learning mentor • G&T timetabled provision for SSL • Lunchtime clubs established and monitored by SST • Extra-curricular clubs for all key stages implemented • SSL develops Sports Leaders and oversees how they lead and manage themed sports initiatives such as Easter Run, Sports Day, Spotted Sports, Welbeck Wimbledon competitions and other key sports events (World Cup, Euros, Olympics) across Key Stage 2. • Timetabled skills sessions specific to multi-skills events (Sports Day, Spotted Sports) 		<ul style="list-style-type: none"> • All children developed progressive skills across all key sports • All children participated in competitive games in PE lessons • All children participated in competitive games across key stages in Sports Day, Euros, Welbeck Wimbledon • G&T students able to mentor and instruct peers in key skills and rules of sports • All children can identify at least one extra-curricular sport they have participated in • Pupil Voice reflect increased profile of PESSPA 	<ul style="list-style-type: none"> • Identify Nottingham wide competitions/initiatives for class teachers to now attend with students • Special assemblies on PESSPA, led by Sports Leaders for parents to attend • Regular local inter-school competition participation • Inclusion of PESSPA in Welcome Evening presentations in autumn

	<ul style="list-style-type: none"> • SSL develops Sports Leaders to lead sessions with younger pupils on multi-skills, cricket and basketball. • Specialised End term Achievement Awards in PPSE • Presentation awards at end of every intra-school competition 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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: £700</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>
<ul style="list-style-type: none"> • Confident and skilled staff who deliver high quality PESSPA learning and PE lessons • Staff who develop an appreciation and passion for the importance of PESSPA • Staff who continuously raise the profile of PESSPA and highlight and link the importance and benefits of PESSPA throughout their teaching and learning • Staff who are confident in identifying gifted and talented pupils in PESSPA • Staff awareness and tracking of lower profile/niche sport participation 	<ul style="list-style-type: none"> • High-quality CPD staff meetings and training on PESSPA termly • Team teaching between class teachers and SST • LSA and TAs CPD through observation and staff meetings. • NQT development through targeted observations in PE • Performance management targets linked to PESSPA • Delivery of assemblies with PESSPA themes • Teaching and learning on necessity of healthy diet and exercise in upper Key Stage 2 • Active and visible roles by all staff in high profile sports events (Sports Day, Easter Run) 		<ul style="list-style-type: none"> • Staff questionnaire reflect developing/increased confidence in PESSPA provision • Pupil Voice reflect confident teaching and delivery of PESSPA from class teachers • Staff inset programme reflects increased provision of CPD opportunities in PESSPA • Subject knowledge and confidence of NQTs in addressing PESSPA is targeted and reflected in NQT reports 	<ul style="list-style-type: none"> • Ensure continued provision of high quality CPD • Performance management targets continue to be linked to PESSPA • Identify external, high quality CPD in areas/sports which are not currently being taught or provided for in school

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
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: £3500</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>Additional achievements:</p> <ul style="list-style-type: none"> Comprehensive provision of lunchtime and extra-curricular sport and clubs to all students across all key stages by SST Inter-school competition participation in low-profile sports (dodgeball, netball) led by SST Annual participation in Mega-fest inclusion sports tournament G&T register which incorporates every child identifying sports they participate in outside of school, monitored by SST Niche/lower profile sports identified externally to ensure all students provided for 	<ul style="list-style-type: none"> G&T register to monitor and track every child's participation in sports in and out of school Annual participation in competitions across a wide variety of sports such as tag-rugby, Table tennis, football, multi-skills, agility and athletics, gymnastics, netball, cricket, basketball, handball tournaments, dodgeball tournaments, potted Sports, and mega-fest. SST rigorous tracking of sport and competition participation, identifying children who have not and implementing steps to ensure they are subsequently targeted 		<ul style="list-style-type: none"> 64% Year 5 and Year 6 pupils accessed and extra-curricular sports club 40% of Year 4 pupils accessed an extra-curricular sports club 60% Y2 pupils accessed an extra-curricular sports club Pupils can identify at least 5 different sports they have developed key skills and understanding in. Pupils can name 3 sports they can access and participate in outside of school provision Every pupil has identified a new sport from the PESSPA curriculum which they need to develop their understanding of and skills in next year Pupil Voice evidenced pupils 	<ul style="list-style-type: none"> Sourcing of cricket competition for 2021/22 Identify CPD provision for low-profile sports Tracking of external provision for lower profile sports Due to COVID lockdown projected targets for competing were unable to be achieved. These targets will be renewed in new year.

	<ul style="list-style-type: none"> • Thematic Sports Events with all pupils participating (Euros, Welbeck Wimbledon, World Cup, Olympics) • School Council and Pupil Voice to ask pupils about wide range of sports provision 		enjoying wider range of activities	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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: £2000</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>
<ul style="list-style-type: none"> • All students to participate in a competitive sports consistently throughout the year • Students to develop healthy attitudes and approaches to competitive sports and sportsmanship • Students to have positive role models from competitive sports 	<ul style="list-style-type: none"> • Rigorous monitoring by PE leads and SST of registers of clubs and extra-curricular competitive participation by all students across all year groups • Every teacher to identify external sports and PESSPA participation of all students in their class for the G&T register • Consistent participation in inter-school competitions in football, tennis, dodgeball, handball • SST established links with local school and Nottingham-wide co-ordinators to ensure all potential competition is known and available to school • PE units and progression skills conclude with competitive games in which children use developed skills in competitive games/situation/assessment • SST enter school into regular competitions across wide variety of sports 		<ul style="list-style-type: none"> • 100% of EYFS, KS1 and KS2 children participated in inter-school competitive sport (Easter Run, Sports Day) • 100% of children participated in competitive sport at end of all PE units • 100% UPKS2 children participated in Intra-school Welbeck Euros tournament. • 67% of UPKS2 pupils competed in inter-school 'Me v Me' competition in summer term. <p>Due to impact of COVID, limited inter-school competition opportunities in summer term</p>	<ul style="list-style-type: none"> • Identify role models from across variety of sports to visit and discuss competitiveness and PESSPA participation • Increased participation in Nottingham wide competitions across a variety of sports, including cricket. • New termly, thematic sports events across a wide range of sports

	<ul style="list-style-type: none"> • Character curriculum assemblies on resilience and sportsmanship delivered by class teachers to raise profile of healthy competitiveness • SST identify healthy role models to visit school and discuss and share experiences in competition 			
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Signed off by	
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Date:	21 st July 2021
Subject Leader:	Ronan Cobbe
Date:	21 st July 2021
Governor:	John Downey
Date:	21 st July 2021