

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

The Wolds Federation

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:

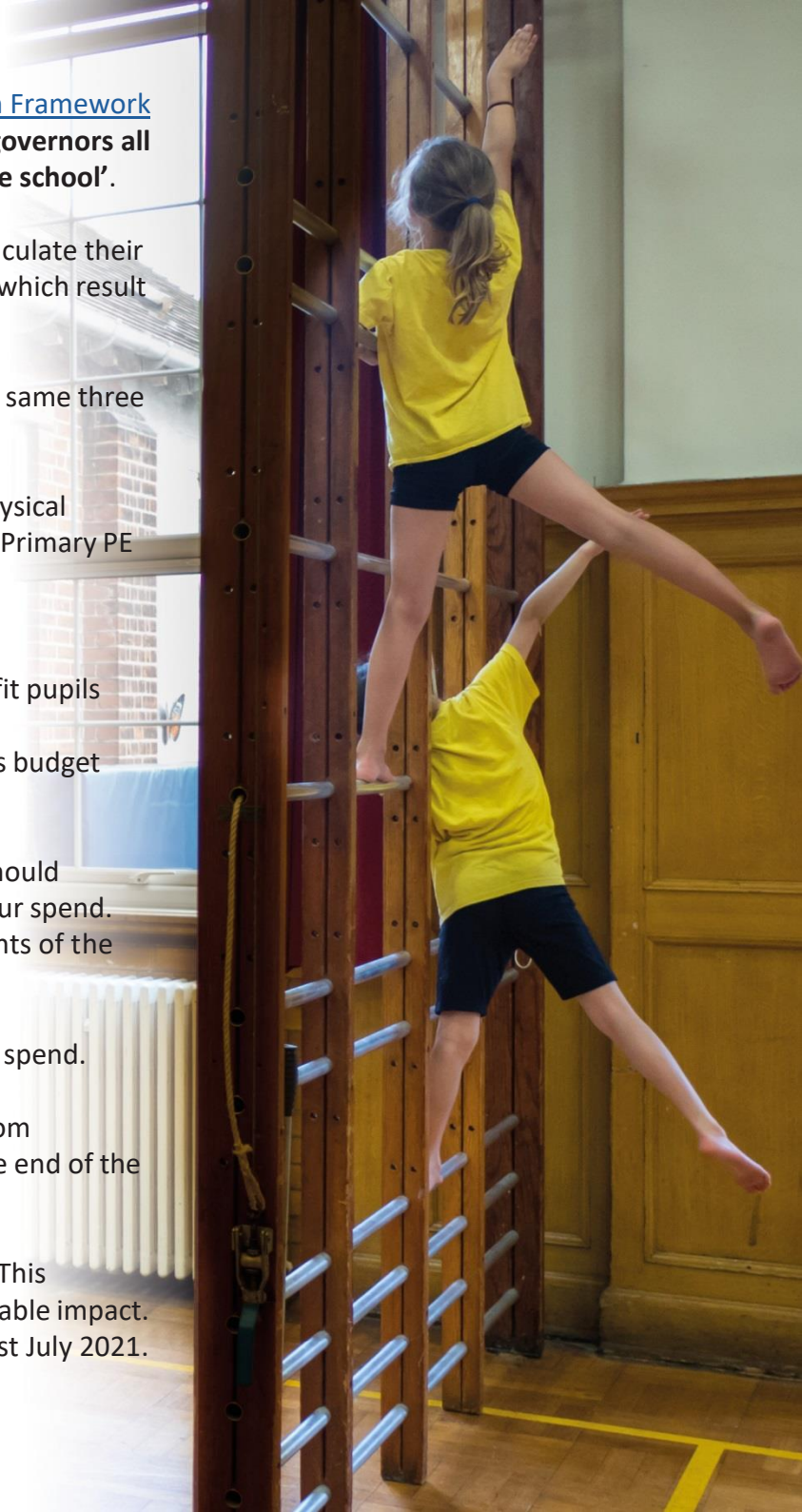
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](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, 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:
• Introduction of 5-minute brain breaks from last year will continue- to increase children's daily physical activity of at least 30 minutes a day. • Introducing skipping into school. Children should skip for at least 2 minutes once a day- to get them active after lockdown. • SDO providing challenges for children to participate in such as the Brownlee Challenge • Introduction to children having 1:1 time with the SDO to provide activities that help with physical, social and emotional wellbeing. • Introduction of OAA provides children with a diverse range of physical activity that helps develop problem solving skills, leadership and team work. • SDO continue provide whole school PE days in different sports to increase PA	• Continue with skipping but now add intra and inter competitions between federation schools- children trying to beat their own individual score this will potentially raise children's attitudes in schools and provide cross curricular/ life skills such as perseverance and determination. • Now that after school clubs can start again provide a diverse range of after school clubs/lunchtime clubs for KS1 and KS2 pupils, especially, raising KS1 attendance rate as this was something we needed to focus on last year. • From the teacher self-confidence in delivering PE questionnaire results showed that teachers lacked confidence in delivering gymnastics and dance this will be our main focus for staff CPD next year and buying of equipment. • Complete different PA challenges like the Brownlee challenge. • After Covid get back to competing in school sport competitions • Beginning of next year complete a pupil questionnaire to see if we can improve the experience of PE and PA for children.

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 **£ 3,858 (This has been spent see underspend doc on our website)**
+ Total amount for this academic year 2020/2021 **£ 46,860 (Middleton: £16,620, Beswick: £14,000, Bishop Wilton: 16,240)**
= Total to be spent by 31st July 2021 **£ 50,718**

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.	Unfortunately, due to Covid Middleton and Beswick could not do swimming lessons, therefore, the percentages below reflect Bishop Wilton
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.	% 100
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.	% 100
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 100
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

Academic Year: 2020/2021	Total fund (exl underspend): £ 46,860	Date Updated: 22.07.21
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What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total Funding: £46,860
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Funding allocated:	Make sure your actions to achieve are linked to your intentions:	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?
Teaching including CPD (Key indicator 1, 2, 3 and 4)	£28,349.22	Employing a SDO to develop all aspects of sport across the federation with a focus on competitive sport, health and wellbeing and developing a lifelong love of sport. This allows all children to have access to a high-quality physical education. Staff gain access to CPD and training offered through the SDO. Children are given the opportunity to take part in play leader courses.	The SDO has provided children with a diverse range of PA. During this year the SDO has completed 3 full days of PE including OAA, multisport and sports day this has developed numerous skills for children that can not only be applied in PE but across the whole of the school e.g. teamwork, speaking and listening. The SDO has also provided continuous CPD for teachers as teachers are able to observe the SDO in PE lessons asking questions. The SDO has provided staff CPD in areas	Continue with SDO- providing not only high-quality PE but also CPD for teachers who can learn from him. Continue with 1:1 mentoring support.

			that teachers may struggle in which has really increased their self-confidence delivering it. The SDO since coming back from lockdown this year has provided 1:1 support with some children to develop their physical, mental and social wellbeing.	
Increase PE, Sport and Physical activity (Key Indicator 1,3,4)	£10,250.33	Skipping This links with what we spent from the underspend from last year. Skip2bfit. This will provide children with a diverse range of PA that they can participate in every week/day.	Skipping has not only impacted the children physically ensuring they get at least 30 minutes of PA a day but it has also has impacted on them mentally. Children have started to have a growth mind set- trying to beat their score every day/week that has allowed them to learn the key skills of perseverance and determination.	Continue to complete skipping every day/ week. Every year invest in skipping ropes for new reception children so all age ranges can participate
		Employment of external dance teacher (Weekly lessons across the whole of the federation)	Continued CPD for KS1 and KS2 for dance, which helps staff raise their confidence and competence in leading in leading similar PE sessions. Also, re-engaging children back into PE by providing a diverse range of lessons.	From a PE questionnaire that was sent out to teachers, gymnastics and dance were the two main sports that teachers felt less confident in delivering. Next year provide staff with some CPD courses that help increase self-confidence of delivering gymnastics and dance. Continue to employ expert dance teacher so the children are delivered a high-quality dance curriculum and the teachers can learn from this.

		Stickers and Trophies (Including Brownlee Challenge)	The use of stickers and trophies during events such as sports day and in PE lessons really motivates children to want to try their best and may increase participation in extracurricular activities.	The use of the PE trophy and stickers has encouraged children to try out different sports during extracurricular activities; a good motivator with KS1 children.
		Inflatable day	Hire inflatables for the last day of the term e.g. climbing wall, wipe-out and an obstacle course. This not only provided a diverse range of Physical activity options but develops children's ABC.	The children had a fun day after a hard year. This day provided children with a diverse range of different PA which had an impact on their physical and mental wellbeing. Complete a similar activity next year.
Enhancing Provision (Key indicators 1 and 4)	£8,260.45	Enhance and purchase new equipment	Children's levels of PA during playtimes have increased as we have provided children with a more diverse range of equipment to play with/on.	Continue to purchase new playground equipment and enhance old playground equipment to make sure the equipment is safe to use.
Total spent:		£46,860		