

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Maintained Gold School games mark awarded. ● Established 2 hours of P.E a week – teachers more confident teaching their lessons. ● Cont. Less than 1% of non-participants in P.E lessons. ● Established ‘Golden Mile’ ran 2/3 a week. ● More active time timetabled into school day. ● Regular structured P.E lessons taking place during National Lockdown with high level of participation. ● Active leaders course training for ALL year 5 and 6 children. ● Year 5 girls football team West Oxon champs 2nd year in row, County finals runners up. 	<ul style="list-style-type: none"> ● P.E lead to observe more lessons to make sure high-quality P.E lessons are still being taught throughout the school. ● Rebuild after school sport clubs after pandemic. Numbers have dropped slightly. ● Increase fitness level throughout the school after a big drop off in both Sept 20 and March 21. ● More specific CPD for class teachers. ● Re-build school sport and competitions . Not much has taken place due to pandemic.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

Delete as applicable No

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: £0	Date Updated:25/3/21		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £0
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?:

<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.</p>	<p>Swimming for year 6 children due to take place in June 2021.</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>62%</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>45%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>95%</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 Yes increased regular lesson for year 6 from 6 1 hour lessons to 11.</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: £18500 spent so far £17650		Date Updated:16/7/21	
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: 26%
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:
<ul style="list-style-type: none"> All Children have at least 2 hours of high-quality P.E a week. 1hr with a class teacher. 1hr with a PE Specialist. Each class takes part in Golden Mile at least 2/3 a day. After School sports clubs ran every day after school. (year 2 - 6 bubbles mult sports) Became free of charge after March Lockdown. During the Covid 19 crisis. Regular P.E lessons were taught during Jan-March 	<ul style="list-style-type: none"> PE Lead to take 1 hr of high quality of P.E for each class a week. Personal best challenges introduced and cards made. 	<ul style="list-style-type: none"> £3500 £50 	<ul style="list-style-type: none"> Children are achieving a higher overall level of fitness as assessed in termly fitness tests. Children's basic skills are improving. Children returned to school on March 21 with less of a drop off on fitness levels than Sept 20. Junior active leaders will now be taught every July or September to the new group of year 6 children. Ready for the academic 	<ul style="list-style-type: none"> Increase after school numbers again to above 50% - more clubs to be offered after class bubbles are dismantled in school. Implement 20 minute active mornings throughout the whole school which have been a huge success in year 6 since returning from

<p>Lockdown.</p> <ul style="list-style-type: none"> • More active lunchtimes with upper KS2 children planning and delivering sessions on a regular basis. 	<ul style="list-style-type: none"> • P.E lead attended Junior active leaders training. This enables it to be taught annually throughout the school. • Cost of junior active leader workbooks/ equipment and licence. 	<ul style="list-style-type: none"> • £100 • £1200 	<p>year.</p> <ul style="list-style-type: none"> • Children have developed massively in their leadership skills. Confidence has grown which has had an effect in other areas of the curriculum. Behaviour at lunchtime has also improved dramatically. 	<p>Jan Lockdown.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>21%</p>

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>
<ul style="list-style-type: none"> • P.E specialist working full time in the school to work with teachers to make sure P.E is a high-profile subject. • Regular updates in newsletters and Subject board (team photos and match reports). • Cont Purchase of P.E Passport to help assess plan and record P.E data. 	<ul style="list-style-type: none"> • PE lead takes each class a minimum 1 hour a week with a high standard of PE. • Continue use of P.E passport to help P.E Lead and teachers assess each child and plan lessons in accordance with what is needed. P.E Lead can track each child. Who is 	<ul style="list-style-type: none"> • £2500 • £700 	<ul style="list-style-type: none"> • High quality P.E being taught throughout the school. Children's knowledge and understanding has improved . • PE Lead uses PE Passport to track children and maintain and improve the teaching of P.E. Each child cont. to have their own PE passport which 	<ul style="list-style-type: none"> • Encourage classes to become more active during non P.E or physical activity time. • Finally introduce Class competitions. Most active class award to be given each term. Children and staff will become more competitive to make sure their class is the most active. Class

<ul style="list-style-type: none"> • New sporting equipment - this year focus on netball- (post x 4 balls x10, Tag Rugby - class set tags, Tennis - 2 nets. 15 racquets 	<p>participating in school events? What children do extracurricular activities?</p> <ul style="list-style-type: none"> • P.E Passport helps assess each child and gives P.E lead a clearer picture on certain groups of children (age, gender, PP, SEN). • New equipment needed as old posts were broken and unusable. • New Netball post height adjustable so can be used for all year groups. 	<ul style="list-style-type: none"> • £600 	<p>tracks all their lessons, clubs attended and School sport representation.</p> <ul style="list-style-type: none"> • P.E passport maps out P.E curriculum as well as clear Learning intentions and goals. • Netball and tennis being played at playtime / lunchtimes. • smaller groups when using netball nets and matches. 	<p>competitions. Most active class award to be given each term. Children and staff will become more competitive to make sure their class is the most active. This was a target for 2020 but hasn't been achieved as yet.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:
<ul style="list-style-type: none"> ● P.E specialist working full time in the school to work with teachers to make sure P.E is a high-profile subject. ● P.E lead working with teachers to upskill them in certain areas. Team Teach lessons together. With regular meetings with new staff to help them out. ● Regular lesson monitoring from P.E lead and SLT ● Subject lead gaining border knowledge on whole school curriculum ● CPD Opportunities through YST for P.E lead and staff to help the increase their knowledge in their subject knowledge gaps. 	<ul style="list-style-type: none"> ● PE subject leader to provide updates throughout the year in termly staff meetings. P.E now has its own slot and agenda. ● Staff CPD led by lead time tabled 3 times a year. Focus on Games, Gym and challenge in P.E. ● P.E lead to work closely with new staff members to work with P.E passport. ● Subject lead spending time with school improvement lead to understand progression in the subject as well as creating a vision for P.E thought the school ● YST Membership and CPD opportunities - P.E lead attended dance course. 	<ul style="list-style-type: none"> ● £3000 ● £120 	<ul style="list-style-type: none"> ● P.E lessons delivered from staff have greatly improved. ● Lessons show clearer progression right from EYFS- year 6. ● Miss little (year 2 teacher now using P.E passport for her lessons. ● Subject lead can clearly see what is being taught throughout the school ● Subject lead can give more hands on advice during observed lessons. ● Subject lead knowledge and understanding on Dance greatly improved. 	<ul style="list-style-type: none"> ● Maintain regular staff CPD from within school. min 3 a year. ● Maintain regular lesson observations with SLT in support. ● Regularly check that PE vision is maintained and updated in accordance to the schools vision. ● Big drive to increase participation on Gym and dance as hasn't

<ul style="list-style-type: none"> ● Outside coaches working with staff in Games lessons. 	<ul style="list-style-type: none"> ● Oxford utd and chance to shine working with teachers to help partulcaty in games 	<ul style="list-style-type: none"> ● no charge 	<ul style="list-style-type: none"> ● Teachers in yrs EYFS 1,3,4,5 and 6 benefited from time with external coaches. Their knowledge in games and increased greatly. 	<p>been taught regularly in 2020/21 due to lack of hall access.</p> <ul style="list-style-type: none"> ● Games CPD for new members of staff
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>23%</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>Additional achievements:</p> <ul style="list-style-type: none"> ● We continue to offer a wide range of sports in P.E and after school clubs. These are all taught from speclaisit P.E lead. ● Each year group will cover 12 different sports or units of work each year. Ranging from games lessons, team building, swimming and health and fitness. ● Free After school support clubs after March lockdown in 	<ul style="list-style-type: none"> ● Each child takes part in all 12 units of work to gain a broader range of sport and activities. Which is mapped out in Sept 20. ● After school sports club on offer to all children in year 1 - 6 . ● After school, the number of sports club participants has increased after the March lockdown. Parents who 	<ul style="list-style-type: none"> ● £2500 ● £1000 	<ul style="list-style-type: none"> ● KS1 children often playing an new sport for the first time in school ● KS2 children showing real progression in certain sports. ● Huge impact of the children who are a lot less active during lockdown. Lots of children taking up 	<ul style="list-style-type: none"> ● Due to the pandemic, clubs were reduced to one club per bubble (year group) and numbers limited. Our aim is to offer a minimum of 2 sports clubs to every child. ● re introduce clubs for EYFS ● Possibility of extending free after school clubs or helping those parents who need it.

<p>order to make sure no child misses out.</p> <ul style="list-style-type: none"> ● Increase swimming for year 6. 	<p>were previously unable to fund clubs are now able to send their child.</p> <ul style="list-style-type: none"> ● We felt it was vital year 6 got as much swimming as possible, so once we were allowed to attend Apr 21 we increased their lessons from 6 weeks to 11hrs. (including coach travel) 	<ul style="list-style-type: none"> ● £700 	<p>the free sport club offer and either retuing or starting a club for the first time.</p> <ul style="list-style-type: none"> ● TBC - July 21 	<ul style="list-style-type: none"> ● Continue to offer booster lessons to those in year 6 who need it rather than the whole class- Which we felt it was needed this year due to having a whole year without swimming.
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Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> ● Due to Pandemic all competitive sports fixtures and events were suspended until May 21. ● Regular intra school competitions - House matches in football, Netball and Tag rugby. ● Virtual competitions set up by active Oxford and School games organisers. ● In terms 5 and 6 there was an event for all year groups to take part in. ● Track competitions and participants. ● Girls football team progression to county football finals 	<ul style="list-style-type: none"> ● Children are still able to play competitive sports in school in different sports. ● We participated in all Virtual competitions on offer. For the first time every child was able to take part- not just a select few. ● Payment to West Oxon sports partnership. ● P.E passport tracks all events and participants. ● Cost of T.A to attend tournaments ● Cost of supply to cover PE lead to attend tournaments 	<ul style="list-style-type: none"> ● £1000 ● £150 ● £450 	<ul style="list-style-type: none"> ● Children enjoy taking part in competitive sport in school. ● All children competing showed real pride. For many children it was the first time representing the school in a competitive sport. Most are determined to take part again. ● Lots of support from school games organisers during difficult times. Offering regular advice and competitive challenges for the children to take part in. ● Girls sports in School has grown. Year 5 and 6 are good role models to the younger girls within 	<ul style="list-style-type: none"> ● Continue to participate in all events on offer. ● ● Cont to offer regular inter school competitions. This is good for practice and skill development but also for those children who don't feel comfortable when playing against others. ● ● Work with Witney partnership to see if some events can maintain whole school participation (e.g quad kids, cross county) ● Continue to work with Witney partnership to reintroduce regular competition – both school games and local sport leagues. ● Regular B team level

			School. • Participation in girls sport both in school and outside has risen.	and SEN competitions.
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Signed off by	
Head Teacher:	Paul Thomas
Date:	16/07/21
Subject Leader:	Joel Graham
Date:	16/07/2021
Governor:	
Date:	