

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"> • All the PE Team have had the opportunity to work with and team teach with the subject leader and Sport specialist support from Tapscott Sports Trust. This has greatly improved the confidence of staff which has been reflected during learning walks. • Learning walks of PE lessons show that PE staffs are aware of the expectations. • Children who work at Greater Depth are constantly being identified. • 2 members of PE team have had cpd in Level 1 BG Gymnastics in PE which has helped improve confidence and subject knowledge. • Classroom monitor has continued to be used by all staff and is continually updated during the academic year. • Both Key Stage 1 and 2 have had the opportunity to represent North Beckton at competitions. • 14 sports clubs have taken place, 100% of children from years 1 to 6 have had the opportunity to attend at least one club. • 92% of years 2, 97% of year 3, 100% of year 4 and 99% of year 6 are now able to ride a bike without stabilizers. • 20 pupils in year 6 completed bikeability level 1 training. 40 pupils in year 6 have completed bikeability level 2 training. • 24 children in year 5 had a week's Outward Bound experience in the Lake District. • Children in year 6 attended a residential at Fairplay House. • All children have been focussing on working as a team to succeed, but on showing resilience when things get tough. • 60% of KS2 pupils with SEND attend SEND festivals and competitions. 	<ul style="list-style-type: none"> • To provide more opportunities for PE staff to team teach with each other and sports lead to learn from an individual's strength and area of expertise. • Continue to audit and provide professional development to upskill all staff. • Devise a new assessment in PE as classroom monitor is being discontinued. • To build in more PE moderation throughout the academic year. – To increase accuracy of assessment and share leadership qualities. • Continue to provide opportunities for more 'intra' competitions in light of Covid-19. – Less or no inter competitions taking place. • To train new and existing midday supervisors in active play activities. – Children have more structured physical activities during lunch and play time. • Further develop sports leaders to run activities during lunchtime. – Continue to upskill children and add to the existing cohort. • To continue to deliver level 1 and 2 bikeability cycle courses.

- 99% of SEND pupils participating in PE lessons, sports sessions and festivals.

Weekly PE session run for Simmonds Room catering for SEND pupils needs.

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	£0
+ Total amount for this academic year 2020/2021	£20500
= Total to be spent by 31st July 2021	£20500

<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. Please see note above.</p>	<p>24%</p> <p>17 of the 71 year 6 pupils</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>24%</p> <p>17 of the 71 year 6 pupils</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% of the cohort carried out water safety training in class and pool side.</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>Bought Swim Pix resource pack ready to be used during water-based lessons and SEND swimming £600.</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: £20500		Date Updated: 9/7/21	
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: 25%
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?:
Provide more opportunities for children to be physically active at lunchtimes by: Further develop sports leaders and girls ambassadors to run activities during lunchtime. To train midday supervisors in activities and games to use during lunchtimes.		Set up Sports Leaders to run lunchtime activities for KS1. Create activity schedule so playleaders are able to maximise physical activity at lunchtime. Equipment and resources to be bought for facilitation of activity with play leaders and independent active play. All midday supervisors to attend training. PE subject leader to deliver activities that will enable all children to access. A range of activities, with and without equipment to be delivered. Purchase equipment for lunchtime		£5125	Due to Covid 19 sports leaders have not been able to run activities. A range of games and activities are taking place daily. The knowledge of school staff has increased. Adults are more engaged with the pupils during lunchtime and breaktime. Pupils have a range of games
					Sustainability and suggested next steps: New sports leaders to identified and be trained. Continuing training of staff to take place during the academic year. Playground equipment to be audited and replaced when needed.

<p>To develop opportunities for all children to take part in an after-school sports club.</p> <p>To develop PE and physical development in EYFS.</p>	<p>activities.</p> <p>100% of children have the opportunity to attend clubs – Covid dependant.</p> <p>Audit PE and physical development activities in Reception. Support Reception teachers to plan and teach PE.</p>		<p>and activities they can play together.</p> <p>Pupils attending clubs have continued to work as a team. They have increased their knowledge of the games/rules and skill level and fitness has increased.</p> <p>Reception teachers supported to plan and deliver PE and physical development activities. Teachers' knowledge has been increased.</p>	<p>To continue to open clubs for all children across the school. To maintain a wide range of sporting clubs.</p> <p>To continue to develop PE and physical development in EYFS.</p>
--	---	--	---	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

10%

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>Use PE board to display results from KS2 athletics personal best competition.</p> <p>Inspire pupils through sport – Use role models/ local sporting</p>	<p>In summer, spring and autumn term carry out a KS2 personal best athletics competition covering 5 events. (Focusing on running, throwing and jumping skills.) Results to be displayed on PE board to promote interest in sport and used to assess skill development over the year.</p> <p>PE lessons and Key Stage assemblies to include references</p>	<p>£2050</p>	<p>PE board created an interest in the KS2 athletics personal best competition. This interest encouraged pupils to increase effort in competition. An increase in skill development was seen.</p>	<p>Continue to update PE board to display all competition results.</p>

<p>personalities to talk about them in assemblies/in class time so pupils can identify with success and aspire to be a local sporting hero.</p> <p>Include more sporting updates on school website on sport participation across the school.</p> <p>To provide more opportunities to moderate PE throughout the academic year.</p> <p>Continue to plan for more learning walks to take place to monitor standards in PE.</p> <p>To ensure good/outstanding teaching in PE is increasingly consistent.</p>	<p>to Sporting heroes.</p> <p>Pupils to write half termly newsletters to parents on sports achievements and participation across the school.</p> <p>Plan and schedule moderation time to increase accuracy of assessment for all PE team.</p> <p>Learning walks planned. Feedback to PE team given to ensure teaching and learning is good to outstanding.</p> <p>Feedback from monitoring generates actions points that are followed up.</p>		<p>Due to Covid 19 only intra competition were taken part in and results not displayed on website.</p> <p>Moderation time was not able to take place during this academic year.</p> <p>Learning walks identified strengths and weaknesses that were feedback to support the learning of pupils.</p> <p>Structured feedback to staff has enabled staff to change their practice for the better. Development points and areas of strength have been identified which has used to supports pupils learning.</p>	<p>Once all sports competitions are up and running display results on school website.</p> <p>Plan and schedule moderation time to increase accuracy of assessment for all PE team.</p> <p>To continue learning walks throughout the academic year and provide constructive feedback to support staff's development.</p>
---	---	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

<p>To provide more opportunities for PE staff to team teach with each other.</p> <p>SL to attend leadership training sessions in order to develop good practice within PE and establish links with other schools and expertise available.</p> <p>PE progression document to be used by all PE team to ensure coverage for PE is consistent.</p> <p>Provide staff meeting time, and signpost opportunities for CPD to support staff with development of subject knowledge in PE.</p> <p>To ensure resources are sufficient for the delivery of high-quality PE sessions.</p>	<p>Devise a termly team teach rota for PE team to learn from others' strengths and areas of expertise.</p> <p>Share courses and training opportunities with staff to promote increased subject knowledge.</p> <p>Continue working on increasing opportunities to deepen learning for all pupils across the curriculum, with an increased focus on Foundation curriculum.</p> <p>Share the PE progression document with all staff so there is a clear understanding of the skill progression through PE curriculum.</p> <p>Courses identified and attended so that will enable staff to become more competent when teaching PE.</p> <p>Audit current resources and ask for feedback from PE team.</p> <p>Purchase new resources to ensure quality and quantity needed to allow for outstanding physical education and pupil attainment.</p>	<p>£2050</p>	<p>Staff confidence and subject knowledge has increased. Informal observations and additional learning walks have shown a greater understanding how to differentiate tasks and pupils are benefitting from more adult support.</p> <p>PE progression document used to support planning, teaching, and learning across the curriculum.</p> <p>Resources audited and new equipment bought to support the teaching of the fundamental skills for PE.</p>	<p>Continue the team-teaching practice. Ensure that staff get to work with each other as well as the subject leader. SL to continue to attend leadership training and pass information onto rest of staff.</p> <p>Continue to use PE progression document to support teaching staff understanding skills taught in each year.</p> <p>Identify staff needs and support with cpd delivery to ensure a high level of subject knowledge in a range of sports and activities.</p> <p>Continue to audit and replace resource when needed to support the teaching of high-quality teaching.</p>
---	--	--------------	---	--

<p>Increase Reception staff subject knowledge in PE.</p> <p>To become a member of Youth Sport Trust.</p>	<p>SL to team teach with EYFS staff.</p> <p>Pay YST for membership to keep abreast of initiatives, health and safety and news.</p>		<p>CS team teach with Reception staff. EYFS staff have increased subject knowledge and confidence. As a result, their assessment of 'physical development' has improved and they know what the next steps in learning are in multi skills.</p> <p>Subject leader and PE team kept abreast with updated and new initiatives/health and safety guidance etc.</p>	<p>To ensure multi skills and gymnastics is planned into the EYFS curriculum throughout the academic year. To ensure a member of the PE team, supports and upskills EYFS teachers in the process.</p> <p>Continue to be a member of the subject association.</p>
--	--	--	--	--

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 51%</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>
<p>Additional achievements: Continue to use bike specialist to provide opportunities to cycle during the school day, and to participate in the Bikeability Level 1 and 2 training.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities</p>	<p>Timetable cycling sessions for different year groups. Plan and organise the training for the level 1 and 2 courses.</p> <p>Ensure that lessons allow opportunities for all pupils to be able to work independently.</p> <p>Organise Fairplay House OAA</p>	<p>£10455</p> <p>Fairplay House</p>	<p>More children in years 2, 4, 5 and 6 are successfully cycling. 38 year 4 pupils, 61 year 5 pupils and 62 year 6 pupils have passed Bikeability level 1 training. 27 year 6 pupils have passed Bikeability level 2 training.</p> <p>Year 2, 3, 4, 5 and 6 participated in outdoor and problem-solving</p>	<p>Continue to provide opportunities to participate in cycling and bikeability training. Maintain resources need for cycling lessons.</p> <p>To ensure OAA opportunities and residentials such as The Lake District, and Fairplay House are on offer in the next academic year.</p>

Continue to offer a wider range of activities. Pupils are excited and engaged when in school and make the most of opportunities offered.	days for Year 2, 3, 4, 5 and 6. Develop pupils' confidence, independence and teamwork through opportunities for outdoor and adventurous activities. Develop the PE curriculum to incorporate more opportunities for orienteering and problem solving.	Lake District	days organised by staff from Fairplay house. Adapted curriculum group and year 5 attended outward bound days at Fairplay House. Year 6 attended a 3-day residential at Fairplay House. These days and trips provided pupils opportunities to work on their teamwork, communication and resilience. Pupils are excited and being challenged in new environments.	Continue to provide opportunities for pupils to participate in a variety of different OAA, problem solving and sports activities.
---	---	---------------	---	---

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:
In light of Covid-19, continue to provide opportunities for more 'intra' competitions	Develop a termly timetable of intra competitions to provide some competitive elements to sport and PE.	£820	Pupils are taking part in variety of intra competitions. They are using the competitions to develop their skills in a competitive situation, their resilience when they lose and humility when handling success. Pupils are excited to see their team win, their position on their leader board and want to engage in further competition.	Ensure there is a balance of intra and inter competitions during the next academic year.

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