

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:

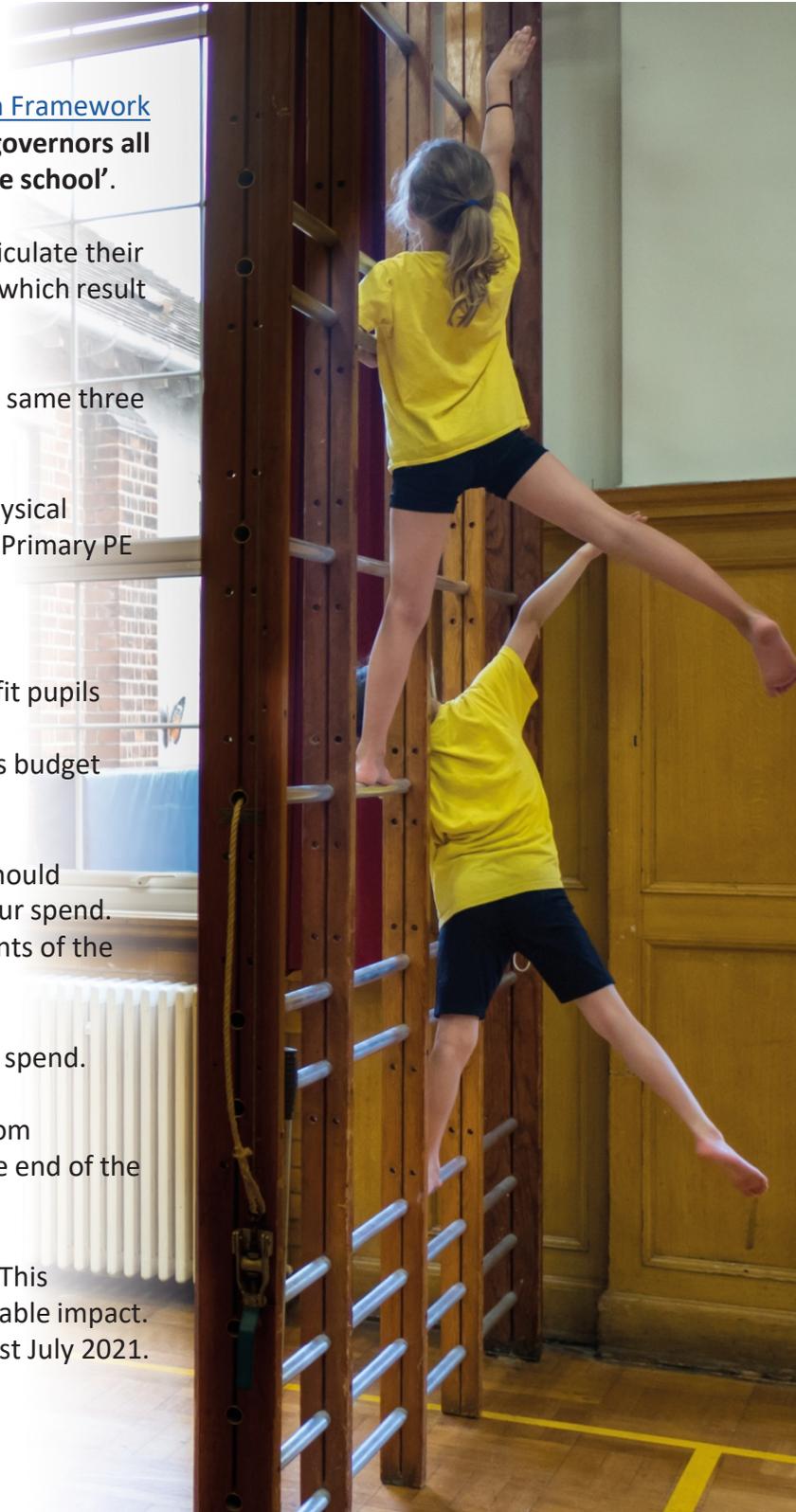
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Continuation of lunchtime sports leader • Extra sport provision 1 x weekly on focused skill/support across all ages: FS, Didi Rugby; KS1 cricket and Didi Rugby;KS2 tennis and cricket. • School sports week for exposure to a range of sports and encourage further participation in sport outside of school • Purchase of additional equipment to support and enhance offsite sports day. • Restock damaged/worn equipment • Purchase of new equipment to broaden the range of activities delivered. • Maintenance of grounds to ensure safe provision for outdoor onsite activity for all. • Wellbeing day for all to support self-esteem following school closure due to Covid 19 • Extra lunch time support promoting interaction of activities and teamwork for vulnerable children – daily 30 min. • Training for sensory circuits for support staff • Training for sports lead in Tennis coaching. • Swimming lessons for years 2, 5 and 6 • Years 3& 4 virtual walk/run/cycle from Cairo to the Pyramids or length of the Nile during school closure. • Whole school engagement of Euro 2020 through a range of cross-curricular subjects. • Regular weekly active sessions posted online during periods of home-learning following school Covid 19 school closures. 	<ul style="list-style-type: none"> • Continue to provide training across a range of sports to ensure a board and varied sporting curriculum for all. • Hosting/organising inter school events where provision and socially distancing regulation, following Covid 19, allows. • Continue to offer opportunities to range of sports that children could continue outside of school, through sports week and afterschool clubs. • Continue to develop extra- curricular sport opportunities for all children with a focus on KS2 • Following Covid 19 pandemic – further heightened awareness of a healthy lifestyle and personal wellbeing for all. • Continue to provide a structured lunchtime provision 2 x weekly • Continue to provide lunchtime support for vulnerable children with interaction, self-esteem, and teamwork through sport daily 30mins • Promote key national and international sporting events to the children through a range of cross curricular activities. • Investigate and prepare for application of School Games Mark • Opportunities to witness experienced sports people participating in their sport, promoting achievement through hard work and dedication.

Did you carry forward an underspend from 2019/2020 academic year into the current academic year? YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £8616

+ Total amount for this academic year 2020/2021 £8695

= Total to be spent by 31st July 2021 £17311

<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>	80%
<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>	73%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<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>Opened to year 6 alongside year 5</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: £17311		Date Updated: 13/7/21	
<p>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</p>					<p>Percentage of total allocation:</p> <p>17%</p>
Inte nt	Implementati on		Impa ct		
<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 provide a stimulating environment that children can safely engage in physical activity, both supervised and independently.</p>	<p>Employment of ground maintenance to maintain safe grounds throughout the year.</p>		<p>£1377.36</p>	<p>Children have been able to interact with sporting activities within the school grounds, this has enhanced the provision for FS and KS1. Extra sporting activities have been available within the school day without the need to walk to offsite provision. Independent physical activity during lunch and break times esp for KS2, leading to improved focus within the classroom.</p>	<p>Continue to employ ground maintenance to ensure a safe environment for physical activity across the school and curriculum.</p> <p>Promote use of the area with all staff for shorter physical activities during the school day.</p>
<p>To improve key skills together with gameplay rules and tactics across a range of sports. Improving confidence to participate in PE sessions and interschool competitions.</p>	<p>Structured support from trained coaches with practise opportunities during lunch times. 2 x weekly 1hr</p> <p>Employment of additional staff member 2.5hrs weekly to support less confident</p>		<p>£550</p> <p>£1029</p>	<p>Improved confidence, especially following school closure. Children are revisiting skills that had lapsed during this period, especially fitness, stamina, and teamwork. Increased sportsmanship and understanding of gameplay for 'mini'</p>	<p>Maintain confidence for when inter-school matches and competitions are reinstated. Develop UKS2 children to be coaching ambassadors for younger pupils</p>

	children and encourage participation. Through smaller sessions and some 1-1 coaching		school matches	
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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: 23%
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Inte nt	Implementati on		Impa ct	
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:
Daily Zumba 4th annual sports week held- giving all pupils a chance to experience a range of different sports	5min daily Zumba for whole school To ensure all children have an opportunity to develop coordination and increase fitness stamina. <ul style="list-style-type: none"> Football from Reading FC coaches Rugby from local rugby club coaches Cricket from village cricket club coaches Gymnastics – from local gym club Parkour – from local gym club Athletics (KS2) sports coaching 	£1276.50	Daily activity to a range of music. Promoting leadership within UKS2 to lead and choreograph routines. A very successful week and very much need to promote the benefits of sport for our mental wellbeing following long periods of school closure due to Covid 19. very positive comments from pupils and parents. Many children are already enquiring about continuing with a preferred	Maintain daily Zumba with UKS2 leading and creating routines. Ensuring both high and low impact intensity being inclusive for all children and staff. Continue with this provision, concluding with out school sports day. Ensure most sports are available locally for children to continue with should they so wish. Differentiated activities for KS2 including some water activities from local canoe centre. Reinstate support from coaches at

<p>Swimming lessons for years 5&6 – to meet the curriculum aim for all children to leave primary education capable of swimming 25m</p>	<p>provision</p> <ul style="list-style-type: none"> • Tennis – village tennis club • Mini Basketball(KS1) sports coaching provision • Kick – Fit Martial Arts taster form local club. <p>1x weekly for 5 weeks This was a provision for dual year groups as we were very aware how many children had suffered a loss of swimming lessons and opportunities due to Covid 19 restrictions this year.</p>	<p>£610</p>	<p>sport in a local community provision.</p> <p>See results above</p>	<p>local secondary school provisions.</p> <p>Maintain this life skill that could be a life saver, especially as most children from the school live in close proximity to the River Thames. Continue to offer this provision in year 2 to develop confidence funded through FOPS.</p>
<p>Purchase of equipment and resources to promote a range of sports across all year group. To promote the importance of keeping activity for personal well-being, increased focus, collaboration, resilience and a problem-solving mindset.</p>	<p>Replacement of damaged/worn equipment. Purchase of new equipment to be inclusive of all ages and abilities and introduce a wider range of sporting activity across the school year. A whole school wellbeing day on return from school closure following Covid 19 to promote the importance of personal well-being to support engagement and achievement across the curriculum.</p>	<p>£1886</p>	<p>Ensuring all children can access an activity at some time through the year appropriate to their ability and development Less sharing of equipment to maintain concentration and engagement in lessons. Improved behaviour due to momentum being maintained. Whole school engagement over a day to reconnect with focused skills to improve concentration, teamwork, communication, and resilience following a period of unprecedented times in a global pandemic.</p>	<p>Maintain a larger range of sporting activity suitable for all. Continue to replace damages/lost equipment to maintain good engagement and behaviour during lesson. Monitor children’s well-being whilst we continue to live through a global pandemic and draw on strategies/activities learnt during the day to support individuals, groups and whole school.</p>
<p>To promote the importance of wellbeing to all.</p>	<p>Register and begin to work towards the schools wellbeing award</p>	<p>£200</p>	<p>Ensuring the profile of a healthy wellbeing is maintained and a focus in the school.</p>	<p>Investigate and collect evidence to be used for award submission.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 58%
Inte nt	Implementati on		Impa ct	
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:
To improve confidence and understanding of delivering PE sessions. To deliver daily sensory sport circuits to vulnerable children for enhanced coordination, social skills and support focus in all areas of the curriculum. To promote more sporting activities- child lead with some adult supervision at lunch and breaktimes	2 x training for staff of sensory circuit delivery. Opportunities for all staff to up-level skills for delivery of sports sessions eg. Online training sessions, co-delivery of sports lessons with trained coaches. Support lunchtime controllers with promoting good sportsmanship and coordinating `mini` sporting opportunities during lunchtimes.	£9956	Children responding well to sensory circuits, enhanced coordination and developing personal confidence to have a go a more sporting activities, both structured and unstructured, particularly evident for child with physical disability. Better engagement in activities at lunch times/breaktimes- older children taken on responsibilities to organise and support, less behavioural issues. Staff feeling more confident	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				1%
Inte nt	Implementati on		Impa ct	
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:
Additional achievements: Introduce structured sport at younger age to promote teambuilding, coordination, and awareness of opportunities ahead of them	6 x weekly 40 min sessions of Didi Rigby for Foundation stage children	£225	Excellent response from all children and staff. Children were more confident to join in new activities offered in our sports week. Many children now talking about rugby and wanting to do more	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Inte nt	Implementati on		Impa ct	
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:
This area has been hindered this year due to Covid 19 restrictions. However, the opportunities listed above have provided the children with a range of tasters and introductions to sports and a created a profile to participate in competitive events once we are able to do so.				Ensure children are prepared for inter-school competitions when available. Coach specific sports where needed to ensure children are prepared for these opportunities, Wider range of extra-curricular sporting opportunities to be made available.

Signed off by	
Head Teacher:	Karen fakes
Date:	13/7/21
Subject Leader:	Judie Pickering
Date:	13/7/21
Governor:	
Date:	