

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



New Silksworth Academy Infants

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:

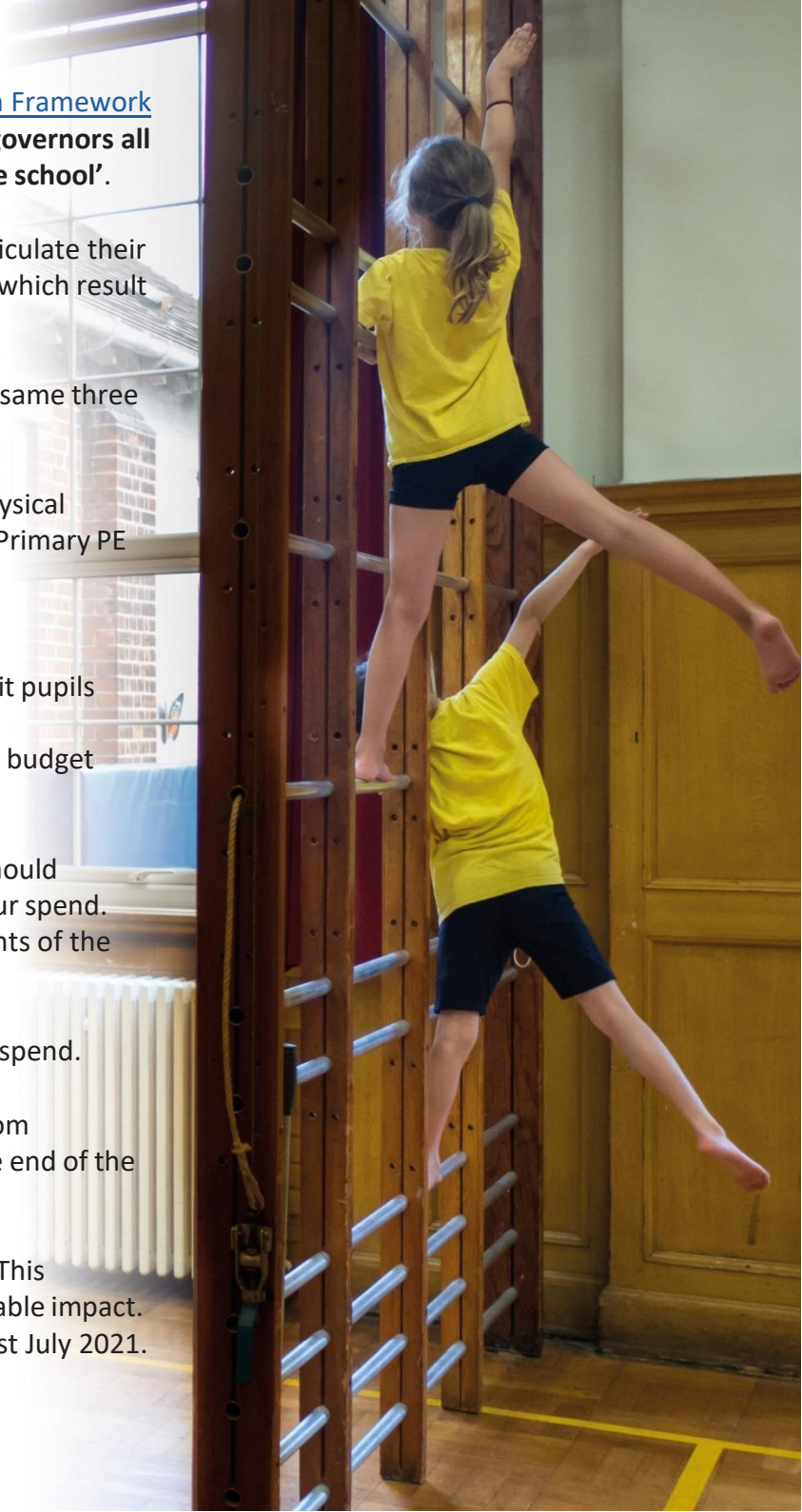
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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: |
|---|---|
| <p>Platinum Games Mark award retained. Active Schools Gold status achieved. 90% of children working at Expected level (4% rise on last year). NSA have entered school games competitions/events through the SLA. SLA have delivered extra sports sessions in school. Every year group has taken part in an intra-competition. Every child has accessed competitive sport. All year groups have experienced the expertise of coaches e.g. football, yoga, multi-skills etc in order to provide high quality teaching for pupils. PE Lead has led whole staff CPD. Annual sports day reinstated and planned. Various free after school sports places have been offered to all groups of children. Successful links have been maintained with local sports clubs, coaches and Lee Williamson. Ongoing CPD opportunities throughout the year, specifically using AP Sports Coach to support lessons and develop staff skills Key Performance Indicators used by staff and Sports Coach to assess and track pupils. Daily Mile set up. NSA won 1st Prize in a Daily Mile competition set up by NE RISE. Sunderland StepUp set up within school and with families at home.</p> | <p>PE Lead/External Agencies to provide CPD as refresher for lunchtime supervisors. Sports Coach staff to use different Team Teaching models within lessons to deliver highly effective PE lessons (in response to staff CPD). Continue to enhance the opportunities for our less active and other targeted groups. Provide additional opportunities for SEND children (Boccia afterschool club) Continue to enable every year group to have the expertise of a coach providing alternative sports. Provide opportunities for non-traditional sports and inspirational sessions for all. Set up an annual 'Trust Games' event between Extol Trust schools. Select a group of children to participate in an 'Extreme Challenge' experience.</p> |

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

| | |
|---|--------|
| <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.</p> <p>Please see note above.</p> | N/A |
| <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> | N/A |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | N/A |
| <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> | Yes/No |

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.

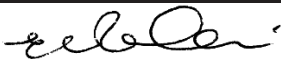
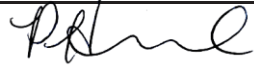
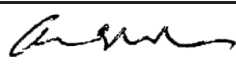
| Academic Year: 2020/21 | Total fund allocated: £17,000 | Date Updated: 22/06/21 | | |
|--|---|----------------------------------|--|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: 12.26% |
| 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: |
| Children to engage in more meaningful physical activity (PA) during break times and dinnertimes. | Each year group received their own tailored sports bundle to be used on the yard. | Playground Mega Kit £997.50 | Children are developing their skills and abilities in a wide range of sports and transferring these into PE lessons. | Continue to replenish playground equipment. |
| Development of fine motor skills, gross motor skills and fundamental movements. | Action mats to be used as a quick and easy resource for staff and PE coach. | Action mats £833.60 | Fundamental movements are developing. | Staff and children questionnaires |
| Increase opportunities for PA. | | Moving Grooving Maths £202.60 | Children accumulating more time spent using sports equipment, participating in PA and socialising through sports. | |
| Skills practised and developed on the playground transferred into PE lessons. | | Electric ball pump £47.99 | | |
| Increased participation in PE lessons. | | Whistles £4 | Children leading healthier, happier lifestyles. | |
| | | Total £2,085.69 | Teachers able to use resources effectively to support with the delivery of PE in school. | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--|--|--|
| | | | | 3.2% |
| 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>Children to be aware of PESSPA.</p> <p>Children to understand the benefits of an active, healthy lifestyle.</p> <p>Children to learn about careers in sport.</p> <p>Staff clothing for PE.</p> | <p>'Enabled not disabled' to deliver a workshop in school.</p> <p>Order staff clothing to be worn during PE lessons and sports events.</p> <p>Staff to role model healthy, active lifestyles and promote PESSPA.</p> | <p>Enabled not disabled workshop £175</p> <p>Staff clothing + badges £369.22</p> <p>Total £544.22</p> | <p>Children are more aware of PESSPA.</p> <p>Children understand the benefits of an active, healthy lifestyle.</p> <p>Children are more knowledgeable about careers in sport.</p> <p>PESSPA is promoted through sports clothing.</p> | <p>Book more workshops to work across more year groups, identifying contemporary issues in sport.</p> <p>Purchase an age appropriate teddy or toy to help promote PESSPA (Most active class looks after the teddy/toy for a week).</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|---|---|---|
| | | | | 64.33% |
| 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>Professional coach departing skills and knowledge and supporting the delivering of our PE curriculum.</p> <p>Increase skills and knowledge of NSA staff.</p> <p>Raise profile of PESSPA across school.</p> <p>Deliver intervention/booster groups to targeted groups.</p> <p>Use technology in PE lessons (e.g. slow motion videos to model techniques or assess children's techniques)</p> | <p>PE Lead to deliver staff CPD.</p> <p>Coach supporting the planning and delivery of PE lessons across each year group.</p> <p>Coach to lead PE sessions, with staff participating and 'team teaching' with coach (in response to PE Lead's staff CPD).</p> <p>Coach and staff assessing children against KPIs termly.</p> <p>Coach to deliver multiple sports clubs over the year.</p> | <p>AP Coaching £10,773</p> <p>iPad (Split with KS1 budget) £164.50</p> <p>Total £10,937.50</p> | <p>PE lessons follow the national curriculum and the curriculum NSA provide is continuing to develop its progression with the use of technology.</p> <p>Collectively, staff feel confident delivering PE.</p> <p>90% of children are working at Ex or above in PE (4% rise on last year).</p> <p>Children more confident of making healthier choices and understanding the benefits of exercise.</p> <p>Staff have a better understanding of...</p> <ul style="list-style-type: none"> -Team teaching models in PE -Post COVID statistics for PE -Barriers to learning in PE -Ways to boost engagement in PE -Ways to incorporate technology into PE lessons | <p>Ensure Team Teaching models are being delivered effectively.</p> <p>Continue to monitor and support children who are not at expected.</p> <p>Continue to update APPs and review what works for our lessons and curriculum.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--|--|--|
| | | | | 7.09% |
| 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>Additional achievements:</p> <p>Develop wider interest in sports, games and activities by offering a wider range.</p> <p>Reach out to children who are not engaging in sports and games, supporting them in finding new interests.</p> <p>Ensure children gain expertise and skills from a qualified coach.</p> <p>Improve and increase the quality and quantity of resources for afterschool clubs.</p> <p>Develop more opportunities for outdoor learning.</p> | <p>Conduct children and staff questionnaire.</p> <p>Employ sports coaches to come into school and deliver a wide variety of sports.</p> <p>Join in with all SLA events.</p> <p>Book a climbing tower to add on to Sports Day events.</p> | <p>Outside agencies- -Yoga £400</p> <p>-Simon Carson £597</p> <p>Climbing Tower £208</p> <p>Sporting events - Farringdon Community Academy SLA £0</p> <p>Total £1,205</p> | <p>Children receiving high quality coaching in a range of sports.</p> <p>Children engaging in more minutes of physical activity throughout the day/week.</p> <p>Children engaging in friendly or even competitive sports and games.</p> <p>Sports Leaders developing leadership skills and working collaboratively as part of a team.</p> <p>Children have more opportunities to practise skills and techniques, vastly improving their chances of reaching their sporting potentials.</p> <p>Children developing new interests in sports games and active lifestyles.</p> | <p>Continue with SLA.</p> <p>Continue to use outside agencies to lead clubs and provide more choice during dinnertimes and afterschool (consider how this could be developed into a daily timetable slot).</p> |

| Key indicator 5: Increased participation in competitive sport | | | | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>Provide more opportunities for competitive competitions.</p> <p>Ensure SEND children attend events and competitions.</p> <p>Ensure 100% participation of children in competitive sports.</p> <p>Raise profile of Sports Day.</p> | <p>Opt into the SLA Sports Calendar.</p> <p>Host intra-competitions for each year group.</p> <p>Enter all possible sporting events and competitions.</p> <p>Raise profile of school sports teams with regular updates and announcements in assemblies or via Class Dojo posts; celebrating successes and participation in events.</p> | <p>Sporting events - Farringdon Community Academy SLA £0*</p> <p>Total £0**</p> <p>*Due to Junior Academy spending</p> <p>**Due to COVID and competitive sport being delivered through intra-competitions.</p> | <p>All possible SLA events participated in.</p> <p>100% of children have engaged in competitive sport.</p> | <p>Continue with intra-competitions next year.</p> <p>Arrange sporting friendlies with nearby schools.</p> <p>Set up an annual 'Trust Games' event between Extol Trust schools.</p> |

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| Signed off by | | |
| Head Teacher: |  | Emma Robins |
| Date: | 16 th July 2021 | |
| Subject Leader: |  | Peter Harding |
| Date: | 16th July 2021 | |
| Governor: |  | Stephen Blake |
| Date: | 16th July 2021 | |