



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Ulcombe Primary School 2020-2021

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 2020** 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 2020. 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • New PE Leader from March 2020 • Implementation of Greenacre PE scheme of works • TLS partnership – CPD and curriculum support 	<ul style="list-style-type: none"> • Focus on inter-school competition • Raise the profile of ALL children participating in ASPIRE cup held every two terms • Increase participation in physical activity with less active children • Develop extra-curricular activities through lunchtime and after school clubs in partnership with PE HQ • Employment of 'Physical Activity Development Lead' <p>Roll over funding from academic year 2019 – 2020 to be used to pay for Amy C – HQ PE intervention plus resources and top swimming (indicator 1/5) Funding this academic year (majority) to be used on Active leaders across ASPIRE federation – to raise attainment and progress of children by engaging in active learning, (maths / English / write dance / BEAM), indicator 2)</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>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 2020.</p>	Children unable to swim due to Covid19 restrictions.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	Children unable to swim due to Covid19 restrictions.

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Children unable to swim due to Covid19 restrictions.</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</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: £16,000 (+£10 per child)	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
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:
Whole school focus on ALL children being physically active for at least 30 mins every day. Regular physical activity to increase alertness and the positive impact upon health and wellbeing	<ul style="list-style-type: none"> Continue to implement whole school daily exercise, mile of the day Termly challenges (skipping, catching, jumping etc) suggestions from children after first challenge Playleader training Bikeability training Road safety training 	Part of Amy HQ £2,437.50	<p>Dec 20 - Pupils take part in the daily mile. Active lunch times – hockey / tennis.</p> <p>March 21 - Virtual – pre-recorded and Life PE sessions. Provided by HQ PE through google classroom platform. Pupils really engaged with these lessons – kept pupils active during lockdown.</p>	
Increase daily physical activity for less active children to promote the importance of leading a healthy and active lifestyle	<ul style="list-style-type: none"> Development of active learning opportunities across curriculum (active maths etc) Use of data to identify who we need to develop activity levels Identify children who are not engaging in after school 	<p>Part of Amy HQ £2,437.50</p> <p>Active Maths £500</p> <p>Aspire Active</p>	<p>Dec 20 – PE is now assessed. Pupils are identified and next steps put in place.</p> <p>March 21 - Virtual – pre-recorded and Life PE sessions. Provided by HQ PE through google classroom platform. Pupils really engaged</p>	

	activities and invite directly to after school clubs and engage with parents	Lead ET £3000	with these lessons – kept pupils active during lockdown. Use of active maths. HQ PE – Y5/6 engaged in competition – engaged all pupils. Improved concentration and fine motor control. Provision Maps – showing groups of pupils and progress made towards small steps progress.	
--	--	---------------	---	--

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

Percentage of total allocation:

%

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:
Whole school collaborative approach to raise the profile of PESSPA across the school	<ul style="list-style-type: none"> Sports lead in each school – HOS – CK Platts Heath Each class to have PE book to evidence progression in PE – show planning/success criteria for term, pictures, pupil voice School website to be kept up to date with PE information PE board in school showing PE values, what children are learning, interactive with children with ideas for clubs etc. 	Time for HoS to make this happen. 3*day at £250.	<p>Dec 20 – Sports Lead started on 4th Dec due to COVID restrictions. To be in place by Jan 2021. Worked in school for 3 weeks. PE board updated regularly with achievements.</p> <p>Mar 21 All schools have a PE board – which shows pupils progress in learning / development of fundamental key skills. Pupils enjoying celebrating each others and their own achievements. PE is</p>	

			a tool used for school improvement – builds self-esteem and self-confidence.	
Engagement with physical activities to contribute towards whole school improvement by engaging children across the curriculum positively impacting behaviour and attainment	<ul style="list-style-type: none"> • Active maths • Participation in ASPIRE Cup • Sports Week to promote leading healthy and active lifestyle, raising profile of PE and sport through various curriculum subjects 	Part of new Active leaders role – £3000	Provision Maps – showing groups of pupils and progress made towards small steps progress.	
Development of cross curricular skills through PE – leadership. Resilience, determination, team work	<ul style="list-style-type: none"> • Children to engage in peer assessment developing use of key words and correct terms within PE • Children to develop self-assessment through personal Healthy Living Journal to be completed termly 	Part of new Active leaders role - £3000		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Increase confidence, knowledge and skills of all staff in teaching and supporting PE to promote the positive progress of all children	<ul style="list-style-type: none"> All teaching staff to effectively use Greenacre Scheme of work PE lead to audit teaching staff confidence and knowledge PE Lead to implement and monitor effective assessment of children Purchase racks for PE shed for effective utilisation of equipment. 	£500	Staff more aware of equipment needs, equipment more accessible.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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	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:

consolidate through practice:				
<p>Additional achievements: Provide a broad range of sports and activities to engage all pupils within school ensuring focus upon less active and different groups (SEN, GRT, PP)</p>	<ul style="list-style-type: none"> • Amy from PE HQ to provide lunchtime, intervention and after school clubs • Employment of whole school coach to provide lunchtime, intervention and after school clubs • Audit of existing equipment, replace any broken equipment, buy equipment needed to match PE SOW • Contribution towards minibus 	£2437.50	<p>Dec 20 – Amy HQ has been in for lunchtime clubs to develop fine motor and co-ordination. Intra competition organised between the four federation schools. Continued in Jan 2021.</p> <p>March 21 Virtual – pre-recorded and Life PE sessions. Provided by HQ PE through google classroom platform. Pupils really engaged with these lessons – kept pupils active during lockdown. Use of active maths.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 raise participation in competitive sport ensuring that all groups of children have the same opportunities</p> <p>ALL children given the opportunity to represent their school in inter school competitive sport</p>	<ul style="list-style-type: none"> • ALL children to participate in ASPIRE cup • Actively promote and engage children in inter school sports competitions 	CK supply time – 3 days – ASPIRE cup £500	<p>Dec 20 – To continue Jan 2021 – Speed stacking and athletics has taken part intra league between the four federation schools.</p> <p>March 21 - Many challenges given including the rainbow challenge to increase social skills and work on fundamentals when returning after lockdown March 21. Impact pupils develop those social skills / build up stamina of fitness ready for T5 curriculum.</p>	

Signed off by	
Head Teacher:	Emma Masters
Date:	16.06.2021
Subject Leader:	Claire Killick
Date:	
Governor:	
Date:	