



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"> • KI1: Leadership programme pilot successful with Primary Leaders focus. Also as hubs for Festivals and Sports Days linked to Secondary Leadership sources through DofE and 6th Form. • KI1: Covid based online live sports lessons and resources for children in lockdown. • KI2: Increase in profile of PE and PESSPA within the school and community. • KI3: Outreach of PE/PESSPA provision within the Trust. Increase of PE/PESSPA Team from 3 to 4 for 2020-21. Recruitment secured for increase to 5 for 2021-22. • KI3: PSP Lead training for Coaches and Teachers within the school and associated Trust schools, resulting in consistently Good lessons using Ofsted framework. • KI4: External links to Cycling, Cricket and Multi-Sports clubs. • KI5: Intra-school Competitions in Football, Netball and Athletics. Successful large-scale Sports Days using cascaded leadership format. 	<ul style="list-style-type: none"> • Increased percentage towards targets for Swimming. Provision and budget allocation for further top up. Lost year due to Covid means Year 5 Swimming has now become Year 6 provision to ensure full year group coverage is maintained. • Increased number of competitions within Trust schools to compensate for no external competitions or festival in 2020-21. • Reinstate formally existing links with NGBs and local initiative providers. Look into funding pots for extra provision and equipment. • Fully embed leadership programme after pilot, to increase after-school provision, festivals, and competitions. Formalise links with TDA and QKA for recruitment. • Install the Daily \mile and ensure adequate year-round provision/incentive

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

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.

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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?	Yes Summer Top-Up session for Year 6

Due to Covid, the local pools were closed for the majority of the year. Total of 6x1 hour lessons only per student in groups of 30 for Year 6 cohort.
No swimming time available for Years 1-5.

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: £ 21,530	Date Updated: 09/07/2021	
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:
			40%
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: £8660	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps:
Increase profile of PE within school through lesson delivery and increased professional practice.	Development of coaches to deliver PE teacher standard lessons and clubs through mentoring from PSPL.		Two weekly CPD sessions with Coaches on TDET ‘style’ lesson delivery and upskilling within curriculum specialist areas. Observation feedback shows improved independence and pupil progression throughout the academic year. Staff increase of 25% for 2021-22 based on TDET provision model. Increased quality of provision maintained through improved retention and recruitment process. Increase in flexibility moving from 3 staff to 5 across Trust schools.
Develop lunch clubs from active play to managed sessions within full year groups daily.	Upskill TA and other duty staff in structured play. Development of student sports leaders to enhance offer and provide sustainable platform for future provision.		Break/Lunch club equipment for each class to develop leadership/monitor model. Reduced playground incidents within Year 5 and 6 from Lunch Monitor staff. Leadership programme formalised. Focus for break and Lunch provision. Year 6 Leaders – Year 4 Activities Year 5 Leaders – Year 3 Activities
Students to develop technique and skills to allow a smooth transition to secondary, including keeping students within trust family of schools.	Analysis of student cohort. Movement into intervention-based groups for rapid progression. Transition groups in year 5/6 to gradually mirror secondary		Outstanding increase in skills progression within Year 5 and 6. Nurture group has allowed improved differentiated lessons by task and equipment. Maintain group streaming to allow Nurture groups rapid progression in Year 4. Maintain group streaming and gender split in Year 5 and 6 in line with

	provision.		Year 6 Boys and Girls high ability groups have seen leadership and gameplay progression improve aligned with effort and behaviour. Behaviour in Year 4-6 has improved from an average of 54 lesson removals in 2019-20 to 5 in 2021-22.	successful behaviour and transition model. Fully embed Leadership into curriculum planning as a unit.
Extra-curricular Provision	Staff and students involvement levels in extra provision. Events include alternative activities and sports such as cycling, swimming, OAA, charities.		Extra-curricular club provision limited to year group bubbles for lunch and after-school. Clubs averaged 25-30% of year group due to number restrictions and spacing.	After school club provision for KS1 in line with KS2 site provision. Increase provision to enable 100% of students to access a club at points throughout the year. Intervention clubs for post-covid specific needs related to fitness and confidence. Increased number of extra-curricular opportunities above curriculum based sports or multi-skills. 2021-22 Golf, Archery, Ultimate Frisbee
Swimming Top-Up	Extra sessions for year 6 cohort achieving between 10 and 20m, attempting to raise above the National expectation threshold of 25m		Increased confidence and an extra 8% of the cohort achieved 25+m, and 80% of the Cohort moved on from Certificate of Achievement to 10m+ with a recognised stroke.	Increased funding where practicable for Swimming Top-Up sessions, and use of PSP funding and staffing for termly recreational swimming trips for children in upper KS2 to develop confidence and life long learning habits.

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	
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: £2150	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Links to events from external providers and initiatives.	Delivery from external providers which are cost effective or research and funding to enable free student access.		After Lockdown easing: Reintegration of Wickitz for a Cricket Academy – sustainable link with Lord Taverners (free for students) Swimming Top-Up for Year 6 students in Summer 2 Term. Vivacity coaches within curriculum time.	Increased links with providers for in school visits and sports programmes. Golf foundation, Cadets, formalised TDA and QKA sports leadership model after successful DofE pilot. Liaise with new Enrichment Officer based on new positive working relationship.
Professional delivery of sports events and recognition of achievements through awards and ceremony's.	Theme based sports days which are inclusive. Recognition of high level participants as well as sport for all contributions.		Increased profile of new Non-traditional Sports Days for year group pairs. Roman and Viking PE lessons. Cascaded leadership model with Year 6 cohort.	Leadership Academy formalised for 2021-22. Purchase of t-shirt for reward. Board of honour.
Leadership focus on profile of PE and PESSPA within the whole school context and curriculum.	PE Lead now in Leadership Team meetings for curriculum planning.		PE and PESSPA now a respected area within curriculum and school discussions in relation to curriculum planning and delivery. No longer considered PPA provision for Teachers, but a specialist subject with interconnecting key areas and multi-subject schema.	Completion of curriculum planning and documentation aligned with core and extended curriculum provision. Curriculum PE time now increased to two lessons per week for 2021-22.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5 %
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	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Team teaching model for TA staff from summer term 2021.	Guided sessions for teachers and TA's on delivery of PE from PSPL and coaches. Increased focus on physical literacy and TDET house style over basic multi-skill and low level game provision.		TA's upskilled within team teaching sessions, and observations for NQTs as part of training within PE through MG and KA as mentors.	Increased training on behaviour management for Year 3&4 pupils. High levels of EAL pupils require increased resources to allow reduced verbal delivery within sessions.
Teacher 'Skill School' sessions for KS2 staff in summer term 2021.	Upskill sessions for PD within a range of KS2 PE sports, including structures, rules, regulations and practical support.		Due to Covid – postponed until September 2021	Now for Sept-July 21-22
Development of PE teams delivery to EAL students. Enhanced resources and delivery to SEN students and low level learners	CPD through Autism specialists at TDA. Development of bespoke resources to increase understanding for students from targeted intervention groups through clubs and curriculum delivery. Work collaboratively with SEN lead on contemporary resources and techniques for delivery to SEN students.		Autism training by PSPL on increased demonstrations, body language, visual resources, positive praise signs and clarity of speech delivery. Increased use of adapted equipment and delivery methods through lessons planning and SOL adaptation. Lesson CPD on differentiation within streamed groups.	New equipment to allow differentiation by equipment, as well as group and task. SEN leads at TDA (AO and MF) to observe lessons and work with PE team on EAL specific provision from Sept.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37%
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	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
After school and lunch club provision to increase in quality and quantity for students. All clubs to be free of charge.	Increase participation levels within clubs to capacity levels. Increase number of female students at clubs.		Pre-lockdown. Successful uptake with waiting list: Girls Basketball club. Dance club Due to Covid, single year group clubs led to sustained but smaller overall numbers. All clubs were free so students had 100% access.	Increased extra-curricular provision at all TDET sites, with rotating specialisms and external providers where permissible. 6 th Form student delivery of multiple year groups within single day provision.
Leadership as an activity with specific training and focus session with selected students.	Leadership embedded within school culture. Promoted and accepted by all as a verification of excellence through practice.		Student leadership training for Year 6 festivals and events limited to Sports Days this year due to Covid (Cross bubble limitations). Development of TDET wide Leadership link with TDA DofE at TDAJ for OSHL clubs. Largely successful with DofE hours collection and improved leadership qualities within the TDA Year 9 pupil cohort.	Festival kits and fully embed Leadership Programme at TDA and new avenues in QKA. Link Festivals to other TDET Primary schools.
Outdoor Adventurous Activities Unit and Festival	Curriculum and Festival based OAA units, developing teamwork and problem solving games and scenarios.		Team based competitions and problem solving to support OAA schema added and taught this year.	OAA based experience in a residential setting for Year 5 and 6. Cadet and DofE Leadership opportunity for mini festivals and SEN Festival links.
Access to external providers and visiting specialist	Inspirational talks provided for students. Visual demonstration from		Outspoken bikeability training successfully delivered to Year 5&6 cohort.	Develop Sustrans links. Develop Golf links. Maintain Bikeability for summer 2022. Look at LKS2 provision.

	external specialist on contemporary sports, such as Sustrans, Parkour, Korfball, Ultimate Frisbee.		No visits due to Covid from Sporting Champions	Combine with GPA for safe cycle area due to Lincoln Road safety issues. Visiting Athlete to allow students a Q&A
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			8 %
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	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps:
Development of Festivals for KS1 and Lower KS2	Festivals using TDA as a hub for local schools and possibly other local Early Years Provision Festival Packs created within main team sports and Athletics.		Due to Covid, bubbles could not be mixed across campus, or within school for Leadership programme to be effective. Link to formal Leadership programme in Year 6, 9 DofE and 6 th Form TDA/QKA. Termly hub events based on International sports events and seasonal sport. Competitive festival from Year 1-6 run by leaders and PE staff.
Intra-school competitions embedded into school calendar	Regular competitive events and festivals based on seasonal sports and new initiatives.		Due to covid, these were limited to with PE lessons. This did enable 100% engagement within year groups. Included: Football, Cricket and Athletics competitions. Intra-school competition to have higher profile with leaders engaged. Annual trophies and creation of 'Hall of Fame' within team and individual competitions. Adapted sports provision competitions for SEN to be created. Cross site structure with TDAJ, Richard Barnes and Queens Drive. Inter-Schools cup with TDET primary schools each term with TDA and GPA as hubs. GPA / TDAJ Upwood Welbourne Warboys

Signed off by	
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