



Evidencing the Impact of the Primary PE and Sport Premium

2020/2021
Academic Year

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The school has been proactive in increasing the amount of time children spend being active in school, meeting the target of 30mins of physical activity daily. (Introduction of Daily Mile running track and break and lunch time equipment) • Teachers up skilled in a variety of sports as a result of training from/observations of coaches. • TA's training to support and deliver PESSPA across the school. • Increased participation in sports competitions with a high level of pupils involved. • The school achieved Gold Award in the School Games Mark. • School raised a higher profile of outdoor learning, increasing physical activity of children. • Training provided to allow learning opportunities promoting positive mental health. • Equipment overhaul increasing PESSPA participation across the whole. • Integrating OAA enrichment activities. 	<ul style="list-style-type: none"> • Up skilling teaching in areas of weakness in order to deliver fun and engaging lessons. • Purchasing equipment for all Covid-19 bubbles to undertake physical activity. • Whole school tracking of pupils' activity levels to ensure all children are meeting the 30mins of physical activity in school. • Earlier intervention of swimming top up lessons to increase percentage of pupils leaving Year 6 able to swim. • Increase provision of support and opportunities for SEND. • Increasing the range of extra-curricular activities.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%

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
---	-----

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 students today and for the future.

Academic Year: 2020/21	Fund allocated: £19,130	Date Updated: 31/08/21		
	Carry forward from 2019/20: £25,295			
	Total funds available: £44,405			
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 41%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase the provision of activities by the school to insure all pupils are active for at least 30mins a day. 	<ul style="list-style-type: none"> Continue to run Daily Mile initiative Ensuring physical activity is moderate to vigorous for all pupils. Implement system of tracking physical activity across the wider school. 		<ul style="list-style-type: none"> Daily mile events and initiatives have been carried out to promote engagement. School took part in a national event 'England Does the Daily Mile'. Daily mile challenge to run to Tokyo was launched – reward incentive once completed used to promote interest. Higher levels of engagement observed around the times of these events. 	<ul style="list-style-type: none"> Continue to raise the profile of the Daily Mile initiative in school.

	<ul style="list-style-type: none"> • PE Leader to research and purchase play equipment to promote physical activity at break and improve mental health and wellbeing. Each bubble (Covid-19) requiring equipment, as it cannot be shared. • PE Leader to meet with MDSAs frequently to discuss break time provision and provide refresher training. • PE Leader to carryout observation and tracking of children's time spent physically active during the school day. 	<p>£17809.10</p> <p>£105 (carried forward 21/22 academic year)</p>	<ul style="list-style-type: none"> • Large amounts of equipment purchased to allow children to remain active during their break times. Pupils in every bubble have access to equipment which promotes physical activity. Supervising staff join in with games to promote engagement of pupils. • MDSAs have been engaging with pupils during their lunch breaks overseeing and running activities within their bubbles. 	<ul style="list-style-type: none"> • MDSA training to be made a focus in the next academic year. Upskilling them further to conduct activities promoting physical activity and play. • Staff to be trained on using heat maps to track the activities levels of children in their class, due to PE leader being unable to cross bubbles. PE lead to assess where activity levels can be increased. PE Lead to speak to pupils less engaged to gain insight of how best to engage them
--	---	--	---	---

	<ul style="list-style-type: none"> • Sports Leader Course • PE-Lead to purchase facilities and resources to allow wider ranging extra-curricular clubs. 	<p>£205 (Carried forward 21/22 academic year)</p> <p>£17809.10</p> <p>Total: £18,119.10</p>	<ul style="list-style-type: none"> • Since clubs have been allowed back and operational, there has been a positive uptake. 59 pupils signing up summer 1st & 62 pupils signing up in summer 2nd. • Due to the purchasing of equipment larger numbers of pupils can take part in clubs. New equipment has allowed us to offer a wider range of clubs e.g. trampolining 	<ul style="list-style-type: none"> • Larger focus on training sports leaders to run activities next academic year as this hasn't happened due to having bubbles. • Club provision to be increased during the next academic year when hopefully restrictions increase. • Where equipment is not available to the school, club providers to be procured to further increase the range.
--	---	---	---	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				65%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To increase the participation of all pupils in PE, School Sports and Physical activity. 	<ul style="list-style-type: none"> Continue to run Daily Mile, PE Leader to create an initiative for increasing the physical workload of pupils within daily mile sessions. Implement system of tracking physical activity across the wider school. Introduction of certificates/rewards for pupils engaging in PESSPA. 		<ul style="list-style-type: none"> Daily mile events and initiatives have been carried out to promote engagement. School took part in a national event 'England Does the Daily Mile'. Daily mile challenge to run to Tokyo was launched – reward incentive once completed used to promote interest. Higher levels of engagement observed around the times of these events. Certificate have been handed out to children who have taken part in events run by the school e.g. Mr Baxter 	<ul style="list-style-type: none"> Continue to raise the profile of the Daily Mile initiative in school. Staff to be trained on using heat maps to track the activities levels of children in their class, due to PE leader being unable to cross bubbles. PE lead to assess where activity levels can be increased. PE Lead to speak to pupils less engaged to gain insight of how best to engage them. Regular Daily Mile participation certificates still need to be used more widely across the school.

	<ul style="list-style-type: none"> • Securing pupils awareness of mental health within PESSPA. • PE Leader to research and purchase equipment, resources, and facilities to promote physical activity through out the school day, allowing for safe, practical and engaging learning. 	<p>£17809.10</p> <p>£1004.50 (maintenance/up keep of pre-existing equipment)</p>	<p>Personal Challenge and England does the Daily Mile.</p> <ul style="list-style-type: none"> • Assemblies led by staff across the school/engagement with One Life Suffolk have promoted the positive benefits of PESSPA on mental health. • With the purchasing of equipment PE lessons are more engaging due to there being ample equipment for all pupils to be working on the same task at the same time. Time spent waiting for a turn has been reduced. • Forest Schools equipment has allowed for a wider range of activities to take place outside. Such activities promote a positive mental health and wellbeing for our pupils. • Equipment purchased for EYFS has allowed them to conduct more activities throughout the school day, developing movement, balance and co-ordination. • Specialist SEND equipment has been purchased to allow SEND pupils more opportunity to engage with 	<ul style="list-style-type: none"> • Where necessary update equipment and source new equipment to continue providing PESSPA
--	---	--	---	--

	<ul style="list-style-type: none"> • PE Lead to liaise with Outdoor Learning lead to organise and run training to provide staff with knowledge on how to take learning outside and make it more physical. • Provide children with exciting learning opportunities, using the expertise of Sports Coaches to engage children in their learning. • Throughout the Covid-19 lockdown period – provide alternatives to PESSPA outside of school. 	<p>£9160</p>	<p>PESSPA.</p> <ul style="list-style-type: none"> • Staff are more confident to engage with learning outside including forest school, through the dissemination of experience with leading outdoor learning. • Coaches have been brought in to aid the teaching of PE across the school. Children’s responses to coaches have been positive and result in children showing more enthusiasm during the lessons. • Coaches have also allowed for more clubs to run, resulting in more children staying engaging in PESSPA throughout the school week. • Virtual and online resources acquired and sent to pupils during lockdown to continue their involvement in PESSPA. Physical 	<ul style="list-style-type: none"> • Continue to source coaching for PE and teacher training. • Where appropriate continue to provide
--	---	--------------	--	---

	<ul style="list-style-type: none"> • SEND workshop & Sports Leaders Workshop • Additional swimming to raise attainment in Year 6. • Travel to and from swimming pool. 	<p>£425 (Carried forward to 21/22 academic year)</p> <p>£591.70</p> <p>Total: £28,990.30</p>	<p>challenges were also sent to promote engagement among the pupils whilst at home.</p> <ul style="list-style-type: none"> • With the pandemic having a negative impact on swimming provision, additional swimming for pupils allowed for the gap in attainment to be reduced, increasing the levels of attainment. 	<p>children with experiences/resources that can be carried out outside of school.</p> <ul style="list-style-type: none"> • Workshops to be a greater focus in the next academic year to fill the gaps created. • School to increase the provision of swimming to catch up the missed provision during the Covid-19 pandemic.
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To develop all staff's knowledge of teaching sport so that they are confident in their delivery. 	<ul style="list-style-type: none"> On going training for new staff and future new staff. On schemes of learning used in school. PE Leader to assist staff with understanding their planning. Monitor staff's knowledge and teaching, where necessary providing further training. PE Leader to provide staff with training in specific areas of need when requested or identified. PE Leader to monitor and ensure progress is made by all pupils through assessment and observation. Staff to receive training in specific areas of weakness that are self-identified. Coaches sourced to up-skill staff in areas identified by the PE Lead. 	<p>Training provided was in house.</p> <p>Training sourced for free – (Covid-19) £118</p> <p>£9160</p>	<ul style="list-style-type: none"> AfPE Safe practice guide purchased and available for staff to refer during their teaching. Lessons/clubs will be carried out in safe way. Termly analysis of pupil attainment and progress. Working alongside coaches provides on the job training for staff. This CPD builds staff confidence to conduct future lessons and provides them with a bank of activities that they can use in future to conduct PE lessons/clubs. 	<ul style="list-style-type: none"> NQTs provided with PE training to ensure their confidence is high in delivering PE. AfPE Safe Practice Workshop: carried forward to 21/22 academic year Coaching staff provide the best CPD for staff. Additional coaching hours to be provided next academic year to upskill teachers.

	<ul style="list-style-type: none"> Buying into the FHPSSA. 	<p>£895</p> <p>Total: £10,173</p>	<ul style="list-style-type: none"> PE Lead has sought guidance and support from FHPSSA, on matters concerning Covid-19, training, and PESSPA. 	<ul style="list-style-type: none"> Continue to buy into FHPSSA receiving support for staff.
--	---	-----------------------------------	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				52%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increasing the range of sports through extra-curricular clubs (Extra curricular clubs have only been available since Summer 1st). Continue to provide pupils with enriching activities that promote a love of Sports/Physical Activity, and develop wider ranging skills. 	<ul style="list-style-type: none"> Continue to buy into the Bikeability course. Look into providing scooter training as alternative provision. PE Leader to monitor the use and teaching of Balanceability within the school as it is now self-sufficient. Seek outside organisations to deliver a wider range of curricular activities, not taught in school e.g. archery, Boogie Bounce. School has purchased its own set of trampolines to run in house in the future. SEND workshop & Sports Leaders Course 	<p>£90</p> <p>£2,065</p> <p>£2000.58</p> <p>£425</p>	<ul style="list-style-type: none"> Pupils from across Year 5 and 6 took part in a Bikeability course. Pupils gained confidence and proficiency in riding their bikes safely. A result of the course is more children riding their bikes to school. Balanceability observed in school being taught by EYFS. EYFS pupils provided with enriching activities and developed a love of riding bikes. Boogie bounce hired to deliver sessions to pupils in school as a part of their curriculum. (Since running these sessions, school has become self-sufficient with the purchasing of equipment.) Coaches delivering clubs having a greater level of expertise has allowed for a wider range of clubs to be offered. 	<ul style="list-style-type: none"> Continue to buy into the Bikeability course. Look into providing scooter training as alternative provision. Increase the support materials for staff to use to provide quality provision. Workshops to be a greater focus in the next academic year to fill the gaps created and develop

	<ul style="list-style-type: none"> PE lead to purchase resources/facilities that allow for a wider range of sports to be taught/or provided as extra-curricular clubs when they resume. 	<p>£17809.10</p>	<ul style="list-style-type: none"> With the purchasing of equipment PE lessons are more engaging due to there being ample equipment for all pupils to be working on the same task at the same time, with less time spent waiting for a turn and more time engaged in the lessons having fun pupils have a more positive outlook on the lesson and sport itself. Forest Schools equipment has allowed for a wider range of activities to take place outside. Such activities promote a positive mental health and wellbeing for our pupils. Equipment purchased for EYFS has allowed them to conduct more activities throughout the school day, developing movement, balance and co-ordination. Specialist SEND equipment has been purchased to allow SEND pupils more opportunity to engage with PESSPA. Equipment purchased 	<p>a love of sports and physical activity amongst these children.</p> <ul style="list-style-type: none"> Where necessary update equipment and source new equipment to continue providing PESSPA
--	--	------------------	---	--

	<ul style="list-style-type: none"> Provide enriching activities/trips for children to participate in new forms of physical activity, developing a wider range of skills and love of physical activity. 	<p>£763</p> <p>Total: £23,152.68</p>	<p>throughout all school has all helped to promote positive mental health and wellbeing, with the children engaging in more exciting and fun activities/sports.</p> <ul style="list-style-type: none"> Pupil feedback from activities was extremely positive. Children learnt how to better get along with each other, developing their teamwork in challenging situations. Activities had a direct impact on the mental health and well being of pupils. Children came away from the activities feeling more confident and with a raised self-esteem. 	<ul style="list-style-type: none"> Continue to provide enriching activities for pupils across the school.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				40%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To enter in more competitions with the locally organised sports events and increase the competition held within school. 	<ul style="list-style-type: none"> To continue to buy into the locally run sports competitions in the local area and enter competitions we have not entered before. PE Leader to organise internal 	<p>£150</p>	<ul style="list-style-type: none"> Competitions have been conducted virtually this year: Orienteering (Yr 3/4/5/6) & Indoor Athletics (Yr 4/5/6). Dance workshops provided in place of dance competition (All Years). Due to bubbles this has not 	<ul style="list-style-type: none"> To continue to buy into the locally run sports competitions in the local area and enter competitions we have not entered before. Now restrictions have

	<p>sports competitions e.g. class vs class. (Increase amount due to less competitions offered locally due to COVID-19)</p> <ul style="list-style-type: none"> • PE Leader to purchase resources/facilities to allow for locally run competitions against other schools. 	<p>£17809.10</p> <p>Total: £17959.10</p>	<p>been possible this year.</p> <ul style="list-style-type: none"> • With the purchasing of equipment the school is now in a position to host competitions against local schools as well as prepare for them successfully. (No competitions held this year due to Covid) 	<p>lifted, year group bubbles should be encouraged to run competitions.</p> <ul style="list-style-type: none"> • Once restrictions allow for schools to come together. Competitions will be arranged.
<p>Total Spend: £29,328.30</p> <p>Carry forward to 21/22 academic year: £15,076.70</p>	<p>Percentages:</p> <p>The funds allocated within the report may be used to meet several Key Indicator targets and so the percentage of total funds allocated in each Key Indicators is indicative of breadth of coverage and will reflect ‘double counting’ in many instances — hence it is not intended that the percentages be summed across the range of key indicators.</p>			