

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



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

Please visit [gov.uk](https://www.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 2020:	Areas for further improvement and baseline evidence of need:
<p>St. Michael's has retained the Gold school games mark.</p> <p>Subscribing to external providers to enhance provision and allow for competition across the city (LSSP / KMC / LfC/ Bikeability)</p> <p>We entered a wide range of competitions. (9 in total before Covid restrictions.) Including dodgeball, mat ball, basketball, dance.</p> <p>School invested in new scheme of work. Get set4PE. Ideal for non-specialists.</p> <p>Staff using active maths and movement breaks to encourage children to be more active.</p> <p>Lunchtime and breaktime – Games organised outside by LSSP coaches and “PE pros”</p> <p>Encouragement and providing opportunities for target groups to be aware of healthy lifestyles and the benefits of physical activity; building confidence to access a range of activities</p>	<p>We must make sure that all children are wearing their full PE kit to effectively take part in their PE lessons. We have highlighted that some children don't have the St Michael's PE kit. We will buy some spare PE kits for each class to help these children. Children can come into school on PE days in their PE kit.</p> <p>To work alongside lunch time staff to continue to encourage healthier packed lunches as part of a drive to improve overall lifestyle choices. To develop all staff's competencies in PE Sport and to focus on any areas for further professional development.</p> <p>Staff CPD as there are no specialist sports coaches staff would greatly benefit from have additional CPD – OAA a priority.</p> <p>Enter and develop virtual sport competitions.</p> <p>To establish more community sports links</p> <p>Continue to get children active and moving for an additional 30 mins per day. Using 5 a day fitness and afternoon outdoor games.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £0	Date Updated:		
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£0
Intent	Implementation		Impact		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:	

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.	n/a provision missed due to lockdown
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	n/a provision missed due to lockdown
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a provision missed due to lockdown
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/ 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: ££19,270	Date Updated: October 2020	
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:
				%
Intent	Implementation		Impact	47 %
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 get ALL children across the school to be active for an additional 30 minutes per day.	All teachers in implement five-minute movement breaks between lessons. Purchase “5 a day” resource to help deliver Active Maths Lessons across KS2 and KS1. Focussing on SEND children to help develop gross motor skills	£380	Children will have increased fitness levels that can be evidenced in weekly bleep tests. By summer term all children will have increased levels of fitness.	Staff to continue to timetable movement breaks between lessons to sustain fitness levels.
Increased amount of equipment to be used in PE lessons.	Sufficient amount of equipment available for the children to be able to access PE lessons and for staff to be able to deliver quality PE lessons.	£1500	By summer the children will be using the equipment correctly and regularly in a range of sports – having full access to PE lessons.	Take regular inventories and liaise with staff to ensure correct equipment is available to use for PE lessons. Termly staff questionnaires about equipment needed for lessons.
Qualified coaches in school one afternoon per week for staff CPD/ team teaching. (LSSP)	Coaches to provide quality CPD to aid staff in the teaching of PE.	£3000	All lesson observations have been to a high standard and any feedback has been implemented.	Specialist coaches on hand to advise and team teach to ensure staff are increasingly confident in the delivery of PE lessons.
LFC foundation one afternoon per week.		£2200	Increased staff confidence.	
Specialist Dance teacher initially for	Teacher provides quality CPD for 1	£2000	All lesson observations have	Specialist dance teacher on

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staff who are less confident in the delivery of dance.	term		been to a high standard.	hand to advise and team teach to ensure staff are increasingly confident in the delivery of dance lessons.
Identified target groups will ensure ALL children are receiving at least 30 minutes of activity per school day.	Identify target children through PE assessment tracker system. Implementation of a range of sporting activities for target groups e.g. fun run for girls, fitness is fun to promote physical activity.	Included in equipment funding (See above)	100% of children seeking opportunities to take part in extra physical activity sessions.	For targeted children to independently seek out opportunities.
Daily mile	All classes to build up to running one mile per day – Commencing spring term.	Free Use running track around playground	100% of children to build on their fitness week on week.	Continue to monitor fitness throughout the year - In the winter fitness can be monitored further by using the weekly bleep test.
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	5%
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>Sporting idol to come into St. Michael's so pupils can aspire to be a sporting hero.</p>	<p>Invite local sporting hero to the school and talk about experiences in sport to promote physical activity. Corede Adedoyin (ex pupil) to talk to children about sports benefits and achieving goals.</p>	<p>Free</p>	<p>Children will be inspired to become more physically active and to achieve their goals.</p>	<p>Raising the profile of PESSPA is important therefore another sporting idol could potentially come into our school to promote physical activity.</p>
<p>After school sports clubs</p>	<p>3 per week including LFC, dance and dodgeball.</p>	<p>Included in LFC LSSP dance cost.</p>	<p>All children involved in clubs will become more skilful in a smaller groups setting with more precision teaching.</p>	<p>Encouraging a variety after school clubs will promote further physical activity.</p>
<p>All staff to take responsibility for raising the profile of PE.</p>	<p>Twitter – for all staff to take a whole school approach to document sporting achievements as well as sporting opportunities available for our children both within school and our community.</p> <p>☑ Displays – to make prominent the children's achievements within our school and feedback on sporting opportunities and competitions which share our pupil voice. Badge schemes displayed enabling the children to know what they have to do to improve and strive to achieve their personal best.</p> <p>Weekly class awards medals/certificates given out to celebrate any sporting</p>	<p>£100 Medals</p>	<p>100% of children more engaged And involved in sport.</p>	<p>Increased number of notice boards and displays around school.</p> <p>Continue to raise the profile of PE and school sport.</p>

	achievements.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	35%
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 ensure all staff are growing in confidence every week in the teaching and delivery of PE lessons.	Purchased PE scheme GET Set4 PE.	£900	Securing confidence in staff to help maintain high standards of teaching in all who lead and support within the teaching of PE	Continue to monitor the effectiveness of Get se4 PE. Lesson observations to observe effectiveness.
Change PE specialists every term. Autumn – DANCE Spring – Athletics SUMMER – Gaelic football	Get specialist to deliver/model and plan and PE lessons.	£6000	Children receiving highly effective physical education lessons both indoor and outdoor PE and making progress whatever their level of ability. Professional relationships ensure that all classes have the best possible PE experiences and the continuity of the programmes enable the children to be challenged appropriately. All staff will be competent in the teaching of dance, athletics, an gaelic football by summer 2021.	Continue to observe lessons to evaluate the effectiveness and quality of teaching. Staff questionnaire to identify any areas of the curriculum which may still need additional support. PE coordinators to seek out courses for staff which can further educate and up-level staff.

Update and implement in line with Ofsted framework, a new progressive PE curriculum that all staff are confidence to deliver	Identify gaps within the subject e.g. confidence in staff teaching PE allowing for staff (both teachers and TA's). ☑ Co-ordinator providing support for all teaching and support staff when necessary through workshops, Q&A sessions and twilight sessions	Included In KMC package	Increased confidence levels of staff in delivering PE curriculum A progressive curriculum for all children in all PE areas e.g. dance, gym, games, athletics	PE coordinators to seek out courses for staff which can further educate and up-level staff.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%

Intent	Implementation		Impact	12 %
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 provide staff with training in OAA.	Contact external providers LSSP KMC to organise staff training on OAA.	£2000	100% of staff will be able to deliver OAA lessons independently	Provide follow up CPD-refresher lessons on the delivery of OAA.
To organise alternative sports.	Children in Year 5/6 partake in level 1/2 bikeability session lead by Qualified instructors.	Free	All children in year 5/6 will leave school with at either bikeability level 1 or 2. 100% of children will be more proficient at confident when bike riding.	Children can apply skills acquired to an outdoor setting when riding bikes on roads.
To facilitate national/international sporting events in our local area to	Seeking opportunities for international events e.g.	Tickets (£250)	The numbers of children engaging in alternative	Pupils/sports leader's questionnaires to advise

enthusie learning of pupils throughout a wide range of sports (COVID PERMITTING)	netball /rugby games. (COVID PERMITTING) Broadening the range of activities offered to the children to take part in whether it is to compete against other schools or provide a challenge/new experience.	Included in LSSP package	sports and competition to increase. Children independently seeking out alternative sports.	staff and PE coordinators of what children's interests to pursue.
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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:
To increase the number of children participating in competitions.	<p>Purchase LSSP competition package, allowing our children to take part in competitions against other children from other schools.</p> <p>Virtual competitions</p>	£1775 LSSP Package	<p>Increased numbers of children entered into competitions.</p> <p>Virtual competitions will increase the number of children taking part in sporting activities. (All children can “try out” for competitions.</p>	<p>Continue to identify new competitive opportunities in new sports for a wide range of children.</p> <p>To look at alternative Virtual sporting events that capture the imagination of pupils and link it to our school sports programme.</p>

Signed off by	
Head Teacher:	A. Rigby
Date:	
Subject Leader:	M. Forbes
Date:	
Governor:	
Date:	