

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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:

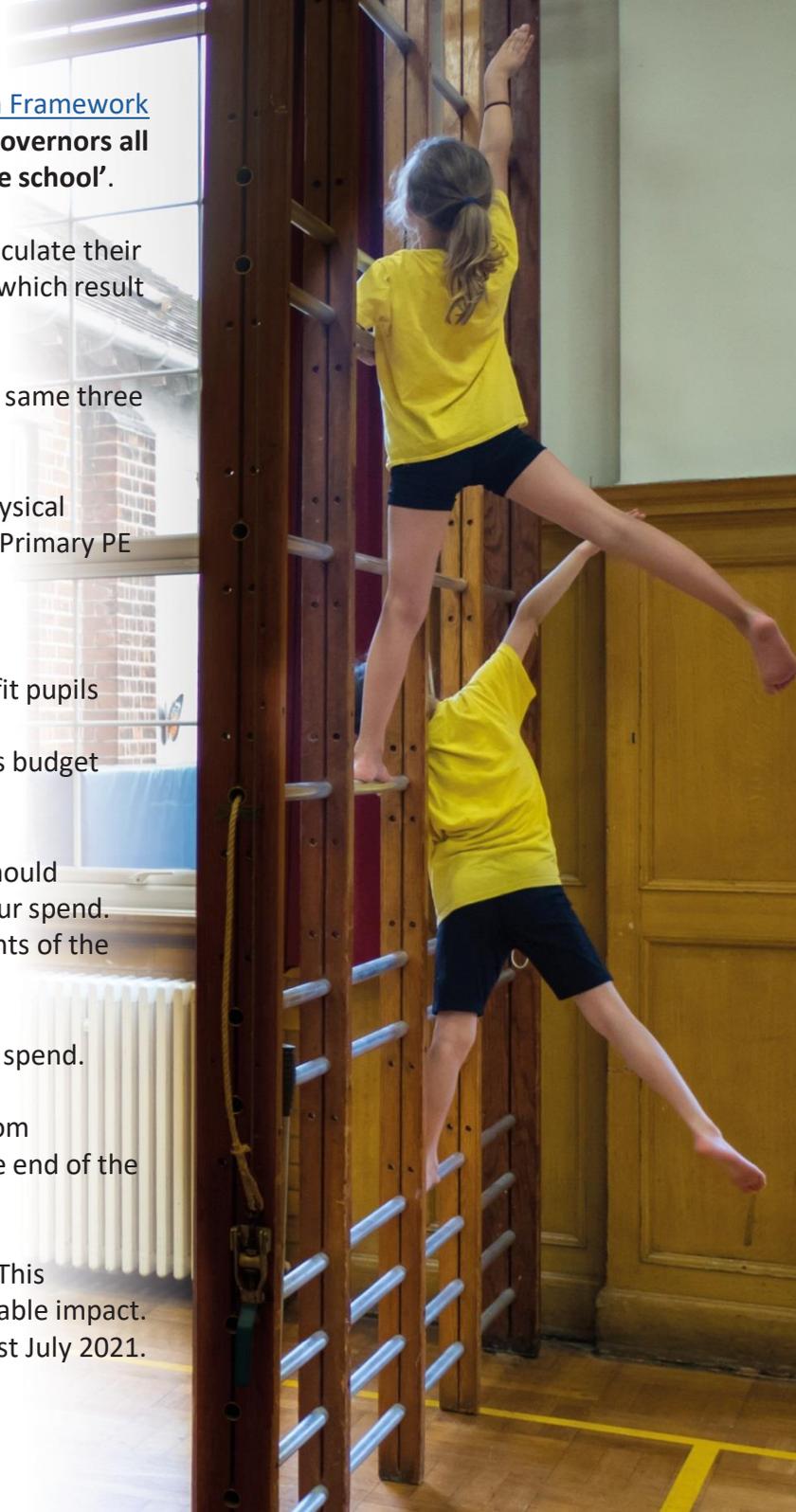
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 2018/19 2017/18 Gold School Games Mark achieved. Silver 2016/17. Virtual Games Mark achieved 2019/20. School Games Framework and Inclusive Health Check completed for 2020/21. • Year 6 children (Sports Leaders) led play and lunchtime challenges/activities. • All children engaged in 15 minutes Daily Mile sessions. • Competed in a range of virtual competitions during the pandemic to keep children active and expose them to competitive sport: <ul style="list-style-type: none"> ○ sMiles Virtual Cross Country competition competed in ○ Quadkids event run throughout Year 5 and 6 ○ No-Need-For-A-Sports-Hall Athletics ○ KS1 Agility ○ Frog Challenge ○ X-Fit ○ Sussex Virtual School Games and Winter Games ○ Santa Dash ○ National Fitness Day ○ Hastings to Paris Challenge • All children competed in inclusive games day • Additional playground climbing equipment installed to support pupils physical development • After restrictions began to be lifted, a range of extra-curricular sports offered to pupils through 10 After School outdoor/active Clubs. Over 100 pupils participated in these clubs. • 89% of pupils who participated in the clubs can explain the importance of a healthy lifestyle. • All children who attended clubs reported to enjoy them. • SGO and Sports Leaders from local secondary school led sessions with Year 3 and 4 pupils. • Cricket, dance and yoga coaches/instructors taught a series of lessons with pupils with the view to improve children’s skills as well as emotional well-being. 	<ul style="list-style-type: none"> • Continue to enter competitions inter – school and intra – school as face-to-face competition returns. • Continue to teach and monitor using progression maps and curriculum reviews - drop ins and planned observations to ensure broad and balanced curriculum. • Ensure all pupils receiving a broad and balanced curriculum – review planning for those children in nurture provision. • Run further CPD sessions to ensure high quality teaching across the Academy. Sports Coach to continue to team teach with staff across the academy. • Aim to maintain Gold School Games Mark. • SGO and SSCO to train and support TAs and Sports/Play Leaders to run activities on the playground and use the gym so continue to support active playtime and lunchtimes. • Provide more resources for activities on playground/field e.g. Foursquare markings on the playground • Sports coach to continue to support at playtime and lunchtimes. • Offer a greater range of opportunities for pupils to compete in the sports taught in after school clubs next year as restrictions are lifted. • Continue to provide opportunities for children to be active daily. Including after school clubs, daily mile PE sessions, and playground activities. • Lead assemblies encouraging healthy lifestyles and the importance of staying active. Include healthy living as part of the curriculum taught to the whole Academy.

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| <ul style="list-style-type: none"> • Coaches observed a development in pupils' teamwork and co-operational skills, as well as their communication skills. • Class teachers reported a noticeable improvement in children's emotional well-being, resilience and independence. • Pupil survey showed 52% of pupils eat 5 portions of fruit and vegetables on most days. • 100% of KS1 pupils participated in dance lessons taught by specialist coaches. • 100% of Year 5 and 6 pupils participated in cricket lessons taught by specialist coaches. • 100% of teachers felt their confidence and knowledge in teaching PE had increased as a result of working with specialist coaches. • 89% of KS2 pupils said they enjoyed PE. • 100% of children had access to and participated in lunchtime activities using equipment. • 100% of children participated in PE lessons using equipment. • Successful CPD session introducing new progression maps – curriculum reviews carried out so adults clear on what children should know, what to teach within their year group and what that would lead to next year. • Successful Challenge Partner visit – deep-dive into PE – pupils all fully engaged – staff knowledge strong and clear progress throughout sessions observed – progression maps clear and matched what was seen. • School Health Check completed – Evolution of Me sessions (PSHE) include importance of healthy eating and exercise. | <ul style="list-style-type: none"> • Increase percentage of children using active travel to and from school. • Encourage active learning – look for CPD opportunities to support staff. • Improve percentage of pupils who eat 5 portions of fruit and vegetables a day. |
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?NO

Total amount carried forward from 2019/2020	£0
+ Total amount for this academic year 2020/2021	£19,590
= Total to be spent by 31st July 2021	£19,590

<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>Not fully completed in all specified year groups due to Covid-19.</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>	<p>68%</p>
<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>	<p>59%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>96%</p> <p>(Water safety and self-rescue lessons taught in the classroom)</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>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: £19590		Date Updated: 13.07.21	
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: 30%
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: £5994	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Sports coach employed to increase the number of pupils engaged in active play and lunch times to improve health and fitness of pupils in the academy. Daily Mile sessions to take place across the academy on a daily basis in order for pupils to have scheduled daily activity. Active travelling to and from school to be encouraged in order to maximise possibilities for children to be active.	Sports teacher setting up engaging activities for pupils to participate in during play and lunch. Sports Coach in Breakfast Buddies to support active starts to the day. Pupils voice in the activities they want to engage with at playtime Competitions and personal targets to be set for pupils linked to the activities. Assemblies run to educate pupils on health benefits of 30 minutes exercise daily. TAs to be trained in leading activities and engaging pupils with the exercise. TAs trained to lead the gym equipment safely and ensure pupils engage.		Sports Coach: £5074 Daily Mile: £120 Active travel: £800	Adult-led stations set up on the playground/field for breaks for all classes. Sports leader leading nurture/intervention for 20 children identified as least active and those in need of physical activity/movement breaks. Activities encouraging competition and personal challenge observed in learning visits. Assemblies engaging pupils in competitions and challenges as well as activities during break and lunch. Staff and pupil training and assemblies on using climbing equipment.	
				Sport teacher to continue to support pupils during break and lunch, and set up adult-led stations. This will lead to increased confidence in staff and ensure active play and lunch times can continue in the future – focus on key areas of support for individual teachers. More regular competitions and activities to be launched post-covid. Continued identification of children requiring support to support children to live more healthy and active lifestyles – resources for healthy lifestyles to be purchased. Sports leader roles to be re-	

	Classes given allocated slots within the timetable for daily mile sessions. Daily Mile course/track.		Gym apparatus and climbing equipment observed in learning visits being used safely throughout the school.	integrated across the whole school as restrictions are lifted – play leaders and MDSA training to start early next year.
	Walk-to-school and Cycle/Scooter-to-school weeks to place a focus on active travel for pupils and parents. Install and upkeep areas available for cycle and scooter parking.		All pupils engaged in daily mile sessions on a daily basis. Targeted weeks saw a 22% increase in children taking part in active travel. Children commented on feeling “more ready for learning” and “happier”.	More regular monitoring and focus on active travel to increase numbers and promote healthy lifestyles and mental well-being – WOW Walk to School Challenge initiative.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%

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: £1092	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PE Lead to assess the strengths and weaknesses and plan for how use PE for whole school improvement. Inter-class events to celebrate the end of a term, increase exposure to competitive events and raise profile of PESSPA in the academy. Increase exposure to sport and active lifestyles.	Sports Coach to run weekly sessions with classes – 10 classes each term. PE Lead to have dedicated time out of class to observe PE and work with teachers on planning. PE Lead to monitor PE through observations, lesson visits and drop-ins. Inter-class events to be held on a termly basis. Books purchased for each year group based on age and expectations for the year group.	Resources: £436 PE Lead Cover: £431 Books: £225	Children exposed to a broader range of sports and activities – capture the flag, orienteering, American football, boccia. Confidence of pupils and staff observed as being high in learning visits and observations. Pupils able to explain what new skills and knowledge they have gained when asked by staff in the school and visitors. Bubbles and restrictions made inter-house events tricky but were able to	Children and staff being exposed to a broader range of sports and activities – CPD opportunities for active learning to be investigated. Staff knowledge and confidence improving across the curriculum – sports coach to continue next year in order for this to continue – pupil outcomes improving. PE Lead to continue to assess regularly in order to maintain standards and support staff. Awards/Rewards to be introduced

			compare results remotely.	to raise the profile PESSPA within the school. Corridor display to be regularly updated with achievements and upcoming events. Find ways to increase parental involvement in PESSPA. Inter-class events to increase as Covid-19 restrictions ease.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				48%
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: £9358	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sports Coach to model lessons, team teach and observe class teachers in order to increase confidence, knowledge and skills of staff. Cricket Coach to lead sessions alongside class teacher to increase confidence, knowledge and skills of staff. CPD opportunities to further staff's confidence, knowledge and skills.	10 different classes to work alongside sports coach each term. Combination of observations, team teaching and being observed in order to increase confidence, knowledge and skills. Staff audit sent out by PE Lead assessing areas teachers would like support.	Sports Coach: £8308 Cricket Coach: £400 CPD: £650	Pupil outcomes continuing to improve throughout the academy as seen in observations, learning visits and deep dives. Children discussing new knowledge and skills confidently with adults from within our academy and visitors. Remote CPD provided for staff who required it. Whole school staff CPD provided.	Staff knowledge and confidence improving across the curriculum – sports coach to continue next year in order for this to continue – pupil outcomes improving. Continue to look for further opportunities for staff to work alongside specialist coaches. Further opportunities for CPD to be explored. Another staff audit to be carried out at the end of the year in order to offer further CPD where needed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 allocated: £1646	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Access to high quality resources for PE sessions and during play. A broad range of sports and activities offered after school (when restrictions allow).	Staff to notify PE Lead of any resources required for the year or of any resources which are broken/need replacing – order replacements. Dance, cricket, football and dodgeball clubs offered initially after ease of restrictions.	Resources: £846 Dance Club: £400 Cricket Club: £400	Resources consistently replenished throughout the year which enabled children to experience and range of sports and activities, and high quality lessons to be taught. Over 100 children took part in after school clubs and further children engaged in breakfast and after-school club.	PE Lead to look for opportunities to make links with local sports clubs and advertise in school – taster days to be offered using premium money to facilitate. PE Lead to invest in resources for more new sports which meet the needs of our curriculum.

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 allocated: £1500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To enter an increased number of pupils to compete in a range of competitive sports. More pupils accessing and competitive in sport competitions.	Membership of St Leonards Academy, Hastings and Rother School Games Partnership (HRSGP) Enter St Leonard's Academy Cluster Cup competitions – virtually due to Covid-19 restrictions. Use sports teacher to train pupils competing before the event at lunchtime.	Cluster: £1500	Member of the partnership and regularly competed in events run (remotely) – all pupils in the academy. Children able to be competitive in events particularly where sports coach able to provide training.	Continue to be part of St Leonards Academy, Hastings and Rother School Games Partnership (HRSGP) Continue to enter a range of competitions with cluster. Sports teacher to continue to train pupils before events. Look for further opportunities to increase participation in competitive sports especially dance due to Time to Dance's cancellation last year.

Signed off by	
Subject Leader:	T Lawrence
Date:	13.07.21