

# 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

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:
<b>This will be reviewed in July 2021.</b>	

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b>
				£
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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? <b>N.B.</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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £16840		Date Updated: March 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 <u>at least 30 minutes</u> 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	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 encourage active play during break time and lunch time	Upkeep of Scrap Store Play Pod including training of PSW.		£750 (including refresher training)	Children will be active during break and lunch time	
To encourage physical activity at various times throughout the day which in turn will help to maintain emotional regulation.	Purchase of bikes, helmets and storage facility  Build and maintain cycle track		£2660 (remaining budget once all other items have been taken into account)	Improved activity at break and lunch time. More availability of bikes > children increase their cycling skills. Greater physical activity improves emotional wellbeing.	Maintenance service for bikes.  Strategic plan created from Early Years through to Year 6 to encourage cycling e.g. invest in Strider bikes for nursery / Cycling Proficiency for more able Year 6 children etc.

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:

Raising attainment in swimming	Purchase of swimming equipment/toys for our new pool.	£2949	Use of equipment improves attainment in swimming. Published in social media to raise awareness of PESSPA	Review progress made across school – water confidence, swimming ability etc. Audit of equipment on an annual basis.
Raising attainment in swimming	Contribution to life guard costs enabling families to access the pool outside school hours.	£1000	Parents become more confident in taking children swimming > increasing activity for whole family	Parent survey to gather views about impact.
Raising attainment in swimming	Splash sessions run by qualified school staff	£6176 (1/2 day each per week AR/AW)	Clear evidence of improved attainment in swimming that can be reported on to Governors.	Accredited swimming programme.

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:
Targeted intervention to ensure that children who are the least active improve their physical activity. – Ensure that we have adequate number of staff trained to deliver targeted intervention	Rebound training for another member of staff	£300	Children who are often the least active in school access targeted activity	May have to carry over funding into new academic year if no Rebound training courses available due to Covid. If this is the case invest in 2 staff being trained next year.
To raise attainment in swimming – more children to access the pool and Delamere splash sessions.	Pool safety training for all staff	£960	Pool is used to maximum capacity ensuring that as many children as possible access Delamere splash scheme > raising attainment in swimming	Review after a year the success of swim sessions and whether additional training needed. Think about including in Staff Induction process.

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 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:
Widen range of disability sports offered at Delamere.	Adam Robinson to create strategic plan on the back of his training to gradually increase our core disability sports offer	None required	Strategic Plan created with costings that can be moved on in the academic year 2021-2022	Audit of equipment / opportunity on an annual basis.



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:
Targeted intervention to ensure that children who are demonstrating particular sporting talent are given the opportunity and encouraged to develop their skills	Regular targeted intervention by PE specialist to develop skills and provide opportunity to work with children working at a similar level	£3000 (1/2 day per week AR)	Children develop sporting talent and can take these forward and where appropriate take part in competitive sport	Post Covid strategy to re-establish wider community links re: sporting competitions and tournaments with other specialist settings and local schools.

Signed off by	
Head Teacher:	Sally Burston
Date:	9 <sup>th</sup> March 2021
Subject Leader:	Adam Robinson
Date:	10 <sup>th</sup> March 2021
Governor:	
Date:	