

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.

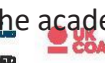
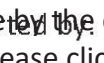
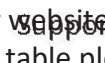
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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 July 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

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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:
<ul style="list-style-type: none"> ● Opportunities for physical activity during lockdown periods. Virtual competitions and challenges were posted on Google Classroom by teachers and JB sports coaches. ● Sensory circuits has been continued and adapted for use in bubbles. ● Engagement with the community- we contributed videos which were enjoyed as part of the 'Still Me' project's dementia friendly sports day. ● Enhanced physical activity and creativity at play times due to new play equipment provision. ● All classes took part in The Big Pedal 'Walk to school week', logging active travel to school. ● KS1 classes took part in national skipping day and Active Lincs skipping challenges ● Sports days taking place within bubbles. ● Children from all classes engaged in active challenges for National School Sports Week- introduced by teachers and then at play times. ● Staff CPD is continuing across the school. ● Taster sessions from local clubs increased sports participation out of school. ● Lunch clubs are being provided weekly. 	<ul style="list-style-type: none"> ● To promote the 'be well' approach, using PSHE and physical activity to ensure our children enjoy an active and healthy lifestyle. ● To implement a greater degree of physical activity in KS1: Active wrap around care, after school clubs, active maths, relax kids, lunch clubs. ● In class provision – books for reading corners, books promoting wellbeing at an age appropriate stage. ● Greater involvement of families in active events / projects. ● Increase participation of KS1 in competitive sports.

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

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 31st July 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £4306	Date Updated: Jul 2021	
What Key indicator(s) are you going to focus on? KP1, KP3				Total Carry Over Funding: £4306
Intent	Implementation		Impact	
<ul style="list-style-type: none"> How can we ensure all children at Laceyfield enjoy an active, healthy lifestyle? How can we incorporate 'being well' into the wider curriculum? How can we provide an engaging, enjoyable PE curriculum? 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> After school and lunch clubs for KS1 children. Skipping workshops - Oct 2021 Structured play at lunch and break times Training for lunch staff Promote a range of external clubs through taster days and advertising Ensure a broad and varied PE curriculum Ensure regular opportunities for PE CPD 	<p>Carry over funding allocated: £2000</p>	<p>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?:</p> <ul style="list-style-type: none"> Pupil voice Engagement with lunch and after school clubs Engagement with out of school clubs such as cricket PE assessments Staff feedback 	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>In house training to support midday supervisors.</p> <p>Additional play equipment for EYFS if required.</p>

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
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	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: £17556	Date Updated: June 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:
				60%
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:
<ul style="list-style-type: none"> All pupils to be engaged in regular high quality PE at school Children will be offered a broad range of sports and activities Children at Laceyfield will enjoy an active, healthy lifestyle. Introduce children to new sports through after school clubs and school visitors. 	<ul style="list-style-type: none"> To increase physical activity and structured play opportunities at break times To provide a range of active after school clubs in school. To continue to provide sports clubs at lunch times 	£10,500	<ul style="list-style-type: none"> An increase in numbers of pupils engaging in lunch and after school clubs. An increase in physical play at lunch and break times due to new play equipment. 	<ul style="list-style-type: none"> In house training to support midday supervisors. Further opportunities to meet the government target of 30 minutes physical activity a day.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ● To provide the necessary equipment to allow for quality first teaching. ● Use of the website, media and social media to promote school sport. ● In school displays to promote sporting achievements and participation in sport outside of school. 	<ul style="list-style-type: none"> ● Continued staff CPD alongside JB Sports coaches. ● Involvement with community events such as Louth Race for Life. ● Restocking of PE cupboard where necessary. ● Promote school sport via the website and Twitter accounts. 	£880	<ul style="list-style-type: none"> ● Involvement with the local community eg Run for life and Magna Vitae. 	<ul style="list-style-type: none"> ● Raise the profile of Laceyfield PE via social media channels. ● Pupil voice and staff questionnaires to review the impact of school sport.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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:
<ul style="list-style-type: none"> Staff will develop their knowledge of PE skills and develop a range of quality teaching approaches Teachers will feel confident delivering PE lessons that cater for all 	<ul style="list-style-type: none"> Continued CPD alongside JB Sports coaches 	£2633	<ul style="list-style-type: none"> Increased competency and confidence of all staff when delivering PE lessons. Quality teaching and learning. 	<ul style="list-style-type: none"> Staff will teach PE with confidence. Continued sports coaching and clubs.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> To use visitors from local clubs to promote new sports to our children. To engage in a variety of different activities across the year. To provide opportunities for <i>all</i> children to enjoy physical activity. 	<ul style="list-style-type: none"> Skipping workshops for all children Involvement with 'Still me' and Race for life community projects Be a part of the school sports partnership Enable all children to take part in school sports days. Raise the profile of girls participation in sports. 	£3500	<ul style="list-style-type: none"> A range of sports and visitors provided Increased number of children taking part in sports. 	<ul style="list-style-type: none"> Ensure PE continues to be exciting and interesting. Use of staff as role models. To continue cross curricular links through the 'Be well' approach. Continue links with local sports clubs. Ensure after school and lunch clubs provide a range of engaging sports.

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:
<ul style="list-style-type: none"> • Sports days with parental involvement where possible • Skipping challenges with the Wolds School Sports Partnership • An introduction to competitive sport and team games during PE lessons 	<ul style="list-style-type: none"> • Introduce KS1 intra-school opportunities. • Sports challenges during National School Sports week 		<ul style="list-style-type: none"> • Children took part in year group sports days. • Ensure opportunities for intra school competition. 	<ul style="list-style-type: none"> • Class competitions, intra-class competitions.

Signed off by	
Head Teacher:	Emma Beveridge
Date:	July 2021
Subject Leader:	Abi Tinker
Date:	July 2021
Governor:	
Date:	