

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 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:
<ul style="list-style-type: none"> - Mentoring and supporting the development of a Sports Apprentice. - Involvement of whole school community (including parents/carers) in a walking event during lockdown months – we walked 1683 miles in total! - Implementation of 30 minutes structured physical activity for KS2 every morning as part of our Recovery Curriculum. - Extra-curricular football sessions: (Cancelled in Spring/Summer Term due to COVID-19) <ul style="list-style-type: none"> o KS2 on a Wednesday after school. o EYFS and KS1 on a Thursday after school. - Targeted swimming lessons for 12 identified non-swimmers in UKS2. - Wellbeing survey conducted for staff members. - Targeted small group intervention for 5 HAP children in Year 5/6 to develop their football skills. - Bhangra Dancing session offered online to EYFS, KS1 and KS2. - Variety of physical activity sessions offered online (daily) during lockdown to EYFS, KS1 and KS2. - Competitive School Sports Day. - Raise in profile of Level 0 and Level 1 competition, allowing children to develop and improve their individual skills. - Outdoor and Adventurous activities developed within our school grounds, including orienteering and climbing as part of our Recovery Curriculum. 	<ul style="list-style-type: none"> - Targeting less active children for focused intervention groups. - Employ a Sport's Apprentice to maximise opportunities for children to participate in structured activity. - Train 4 Bronze Ambassadors. - Pupil voice survey to discover what sports/activities the children would like to participate in. - Continue to maintain sports equipment and update as required. - Ensure that we are continuing to embed our assessment process to ensure continuity of progression throughout EYFS to Year 6. - Establish an Action Plan for Staff wellbeing following the results of the Wellbeing Survey. - Improve the provision of dance throughout EYFS to Year 6. - To engage families in clubs/ activities outside of school provision (by gaining rewards and prizes/incentives through the Active8 scheme).

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: £272.41		Date Updated: 16/03/21	
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.					Total Carry Over Funding:
					£272.41
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?:
To keep children active during periods of National Lockdown.	Bhangra Fusion: Dance instructor delivered age appropriate sessions for all children across EYFS, KS1 and KS2 via a Zoom platform.		£272.41 (Total cost for Bhangra Fusion was £500)	100% of the children took part in their allocated sessions. - Feedback was positive from children and parents.	To engage families in a range of physical challenges or activities to promote healthy lifestyles.

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.	Cohort: 15 children 1 child = 6.67% (to 2 d.p.)
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.	86.67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86.67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86.67%
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 *See Key Indicator 4

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: £16,950.00	Date Updated: 20/07/21		
<p>At Griffydam, we are working to develop Key indicators 1, 2 and 3 as our main focus this year. As a result, we have combined Key indicators 1 and 2 in our Action Plan. This is a reflective process, which involves the SLT, Subject Lead, Level 5 Primary PE Specialist HLTA and our newly employed Sport's Apprentice.</p> <p>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.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>				<p>Percentage of total allocation: 50.02% (to 2 dp)</p> <p>Total amount of funding allocated: £8,477.59</p>
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 keep children active during periods of National Lockdown.	Bhangra Fusion: Dance instructor delivered age appropriate sessions for all children across EYFS, KS1 and KS2 via a Zoom platform.	£227.59	100% of the children took part in their allocated sessions. - Feedback was positive from children and parents.	To engage families in a range of physical challenges or activities to promote healthy lifestyles.
<ul style="list-style-type: none"> - Structured play zones to be offered at break times and lunch times - Morning PE activity to be embedded across KS2 (30 mins daily). - To understand that physical activity is important in leading a full and healthy life 	<p>Sports Apprentice to be employed:</p> <ul style="list-style-type: none"> - Specialised support in all PE lessons across the school - Organise activities for lunch and break time - Organise equipment for zones - Encourage children to join in - Guide other lunch-time staff in the organisation of a variety of activities - Morning club before school 	£8,250.00	<p>Children have experienced a range of daily physical activities:</p> <ul style="list-style-type: none"> - Bleep test - Daily kilometre - Archery - Boccia - Tri-Golf - Circuit Training - Catching and Throwing skills 	<p>To continue to develop our daily provision; offering the children a wider breadth of activities and considering their voice when designing our offer.</p> <p>To mentor our current Sports Apprentice through their Level 4 qualification.</p>

	<p>encouraging physical activity</p> <p>Targeted group activities promoting benefits of a healthy lifestyle YST used our Daily Physical Activity model as part of a case study of 10 schools nationwide demonstrating good practice.</p> <p>Sport's Apprentice to co-ordinate and deliver 30 minutes of daily PE sessions that allow KS2 children the opportunity try different activities and promotes personal challenge.</p>		<ul style="list-style-type: none"> - Skipping - Multi-skills - Netball - Frisbee - Rounders - Capture the Flag <p>Children's attention and behaviour for learning has notably improved in lessons following the activities.</p> <p>Children are positive and engaged in the sessions; looking forward to them as they come into school.</p> <p>Lunchtime supervisors are more confident at organising activities and refereeing games.</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Percentage of total allocation: 10.06% (to 2 d.p.)</p>
	<p>Total amount of funding allocated: £1,705.00</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To have access to a breadth of Physical Education that develops their balance, co-ordination and agility. To develop an understanding of the health benefits to being active.</p>	<p>This also relates to Key indicator 2.</p> <p>Subject leader to coach, mentor, monitor and feedback to Sport's Apprentice, Level 5 Sports Coach and Classroom Teacher's. Additionally, Subject Leader to report progress to SLT and Governor's.</p>	<p>£1,200.00</p> <p>TLR payment for the Subject Lead to fulfil Coaching and Mentoring requirements</p>	<p>Consistent approach to PE curriculum across school.</p> <p>Sports Coach is being retained by the school and supported through his Level 4 qualification.</p> <p>Growing team of PESSPA specialists in school to support Teachers in their PE Lessons.</p>	<p>Continue to pay TLR to ensure:</p> <ul style="list-style-type: none"> - Quality mentoring and coaching of Sports Coach. - Monitoring of provision. - Sourcing of CPD. - Sourcing of well-being activities for staff and children. - Monitoring equipment and budget. - Focus on improving

			Governors regularly updated with progress in PESSPA.	assessment processes.
To have access to support from Youth Sport Trust Core Membership. To develop our understanding, planning and delivery of an appropriate and ambitious high-quality physical education curriculum.	This also relates to Key indicator 2. Subject leader to disseminate updates and research in the subject. Subject leader to disseminate resources and tools for improving our provision. Promote our Head Teacher as an Ambassador for Primary PE.	£210.00	Subject Leader and SLT have access to a range of CPD opportunities and resources to enhance the PE curriculum. Head Teacher ambassador has raised the profile of PE through speaking at conferences and working with the Subject Leader and Governor to ensure that PESSPA is becoming more sustainable at Griffydam. YST used our Daily Physical Activity model as part of a case study of 10 schools nationwide demonstrating good practice.	Continue to subscribe to YST. Subject Leader to monitor and disseminate any updates or CPD opportunities to the teaching team.
To have access to the online learning platform, Jasmine, provided by REAL PE. To ensure that there is a continuity of progression across the whole school and that there is a focus on the core movement skills: agility, balance and co-ordination.	This also relates to Key indicator 2. All teaching staff to be able to access the learning platform and the resources that are available. KS1: to provide 2x 1 hour lessons of REAL PE per week to develop core movement skills: agility, balance and co-ordination. KS2: to provide 1x hour lesson of REAL PE and 1x hour of sports lesson per week to develop healthy competition whilst promoting healthy living and movement for life.	£145.00	Children are taught PE in the same consistent approach across KS1 and KS2. High quality lessons are provided, which are inclusive and focus on balance, agility and co-ordination. Raised profile of PE across school.	Subscribe to Jasmine for academic year: 2021/2022. Continue to monitor the PE provision using Jasmine. Train new Sports Apprentice on the scheme of learning.
To ensure that our Sports Apprentice is qualified to a recognised standard for supervising children in their swimming lessons.	Sports Apprentice to attend the: STA Level 2 Safety Award for Teachers (Swimming) in the Autumn Term.	£150.00	Focussed children were able to attend swimming lessons in school time from across KS2. - Small group of 8 identified	Qualification is for 2-years.

			children, who find swimming challenging were able to access specialist teaching in a safe environment.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 39.93% (to 2 d.p.)
				Total amount of funding allocated: £6,767.41
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 support children and their families during the COVID-19 pandemic to stay healthy and active. To support teachers in promoting physical activity and healthy life choices during the COVID-19 pandemic.	To continue to subscribe to the NWLSSP. Throughout the COVID-19 pandemic, the partnership provided virtual challenges: <ul style="list-style-type: none"> - Whole school - Individual/personal challenge - Family Subject Leader and Sport's Apprentice to attend focussed update meetings (virtual) organised by the NWLSSP (1 per term).	£2,965.00	Due to COVID-19 the events calendar was significantly reduced. <ul style="list-style-type: none"> - Virtual competitions were held. - Access to challenges for children to focus on personal challenge. - Subject Leader and Apprentice attended 2 online meetings: <ul style="list-style-type: none"> - National updates - Review of provision for schools in area - Update on School Games Mark 	Continue to subscribe to the NWLSSP at this level so that children can experience healthy competition and alternative sports events.

<p>To promote physical activity as an important factor in leading and maintaining a healthy life.</p>	<p>To provide all children across the school with access to the Activat8 Scheme. Promote benefits of the scheme on Newsletter half-termly.</p>	<p>£166.50</p>	<p>Due to COVID-19 this has been postponed.</p>	<p>Continue with subscription for families to access physical activities outside of school.</p>
<p>To have access to safe working equipment.</p>	<p>Maintain quality of equipment to promote safe practice. To have all sports equipment health and safety checked by a registered provider: Sportsafe UK</p>	<p>£50.00</p>	<p>Due to COVID-19, this H&S inspection was not undertaken.</p>	<p>Priority inspection required in Autumn Term 2020.</p>
<p>To develop agility, balance and co-ordination through the use of good quality resources. To understand the health and safety issues related to using PE equipment.</p>	<p>Renew/update PE equipment as required: - full equipment amnesties each term to ensure that resources are of good quality for learning episodes - Sports Apprentice to ensure that all equipment and resources are kept tidy and in correct place</p>	<p>£1,905.69</p>	<p>Equipment updated: - Trikes and scooters - Boccia Set - Badminton Rackets and Shuttlecocks - Skipping Ropes - Tennis Balls - Tag Rugby belts and tags - Footballs (KS1) - Shin pads (KS1) - Pump/needles - Ball cabinet - Foam balls - Footballs (Lunchtime) - Cones Children able to access a variety of well-resourced PE lessons to enhance their learning and development, while maintaining effective H&S measures.</p>	<p>Continue to monitor equipment and update any broken or damaged equipment to ensure that children are kept safe.</p>
<p>To develop confidence in the children to take chances and try new sports or physical activities.</p>	<p>To give the children the opportunity to experience an alternative sport provided by external and specialist</p>	<p>£75.00</p>	<p>Children across EYFS, KS1 and KS2 took part in a Nationwide Dance Challenge, in which they</p>	<p>To provide further opportunities for the children to experience a range of dance</p>

To develop the children's ability to transfer skills to new/unexplored physical activity.	coaches/organisations: - Spark Arts Dance Challenge		choreographed an alternative dance. Children were positive and enthusiastic about the challenge.	forms.
To purchase a whole school curriculum for Forest School that will ensure a continuity of progression, skills and focus upon a healthy mental wellbeing. To purchase resources and equipment for the delivery of the lessons.	To develop our Forest School provision as a strategy for children to promote positive mental wellbeing. All teaching staff to be able to access the curriculum planning and resources.	£795.22	Children across whole school engage in one Forest School afternoon: - EYFS and KS1: Weekly - KS2: Fortnightly Children have developed skills to include using tools, climbing trees, building dens and orienteering.	To continue to embed the Forest School curriculum across the whole school.
To achieve the National Curriculum requirements for swimming by the end of KS2.	Target children identified at the end of the statutory swimming sessions who are unable to confidently swim 25m in a range of strokes. Specialist coaching to enable them to achieve this objective.	£810.00	8 KS2 children were identified as being unable to swim the statutory 25m in a range of strokes competently at the end of our block of swimming lesson. Additional 8 weeks of swimming lessons with a qualified swimming teacher. 6/8 children were able to complete the 25m at the end of the coaching.	Identify KS2 children who are unable to swim the 25m. Hire pool and qualified swimming teacher. Transport to and from the pool. Staff to supervise.

Signed off by:	
Head Teacher:	
Date:	
Subject Leader:	<i>[Signature]</i>
Date:	20/07/21
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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