

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 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"> Supported key worker and vulnerable pupils who have attended school to ensure they continue to receive a broad and balanced PE curriculum that promotes physical activity and general well-being. Supported students and their families via remote learning. Old Park School has continued to promote home learning activities which reflect the timetable being undertaken by students who are attending school. This included at least 30 mins of physical activity each day. Staff have received signposting to a number of resources promoting both Physical activity and general well-being. Links to various websites and videos have been provided to parents to support this whilst learning from home. 	<ul style="list-style-type: none"> To promote active lifestyles to students who return to school after lockdown. Focus on increasing the levels of Physical activity for students who return to school who are significantly overweight. Extend our PE provision within school to prepare older students for life after school. This includes attending a local gym and giving students the option of including physical activity as part of their healthy lifestyle choices. Sports Coach to support off-site swimming in deep water at local leisure centres.

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: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
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?:

<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.</p>	<p>The school swimming pool has been closed for 12 months in line with many public pools. Our CV19 school Risk Assessment has resulted in no swimming being possible.</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>0%</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>0%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0%</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>Yes/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: £16770		Date Updated: 02/03/2021	
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:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>In September each Phase was timetabled to receive 1 day of teaching from our Sports Coach each week.</p> <p>The recovery curriculum focussed on: - well-being, engaging in physical activity, reinforcing basic skills and participating in simple obstacle courses.</p> <p>Due to the lack of activity at home weight loss and general fitness levels were also a focus. Students needed to be familiarised with equipment, social structure and team work.</p> <p>100% of the funding is spent directly on 5 days of specialist sports coach provision for a SEND setting.</p>		<p>Well being and health continues for all four phases following the National Lockdown.</p> <p>Additional weekly sessions were also implemented to support our 14-19 phase.</p> <p>Each phase received 1 day per week where Sports Coach implemented a dinnertime club promoting physical activities such as dance and sport.</p>		<p>20% of the Premium supports Key Indicator 1</p> <p>Weight loss Recovery curriculum General well-being</p> <p>Termly Impact report written by Sports coach.</p> <p>Sports coach and school staff model physical exercise during dinnertime clubs.</p>	
				Sustainability and suggested next steps:	
				20	
				Ensure full coverage is planned for the academic year. Offer a broad range of PE clubs to maintain motivation and engagement.	
				Participate in School Council pupil voice initiative to influence design of playgrounds as part of a new project. Ensure that dinnertime clubs and physical exercise are promoted.	

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	20
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>To raise the profile of Physical education through home learning activities and signposting.</p> <p>Remote learning activities planned for home leaning reflects the 30 minutes per day expectation at school.</p> <p>Updated PE certificates with Widgit symbols to raise profile of physical exercise.</p>	<p>Physical Education delivered to all Key worker/Vulnerable students who attend school.</p> <p>Sports coach modelling Physical activities during lunchtime clubs.</p> <p>Weekly welfare calls used to check on general well being and promote Physical engagement where possible.</p> <p>Preparation for full return of students from 08th March: pedometers available to set challenges for how many steps per day; staff to promote PE and weight loss; daily mile and other PE challenges.</p> <p>Incorporating exercise into other curriculum areas during the day.</p> <p>Launch of NEW Old Park School Football kit provided by Premier League Primary Stars (Website and School dashboard updated).</p>	<p>20% of the Premium supports Key Indicator 2</p>	<p>Some students have not engaged in the desired amount of Physical activity during the National lockdown. These students will need to be re engaged upon their return providing incentives and rewards for improved engagement and achievement using NEW Physical Education celebration certificates.</p> <p>Whole class exercise challenges, celebration, praise.</p>	<p>PE Co-ordinator to help provide resources to develop a sports section on the school website to upskill and support parents.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	20
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>Signposting of resources, videos and websites to support home learning activities and Physical activity delivered to students who attended school.</p> <p>Creation of 'Netflex' – A resource which had links to videos promoting various physical activities from Joe Wicks to Cosmic Yoga. All pathways were considered whilst producing this resource.</p> <p>Sign post to 'Rainbow booklet' promoting healthy lifestyles and Physical activity.</p> <p>Signposting to Special Schools Multi-Skills Video Links At School / At Home versions (Panathlon challenge), Oak Academy.</p> <p>Rainbow Booklet</p> <p>There will be a new booklet released next week but, in the meantime, you will find the link to the previous booklets here.</p> <p>https://www.activeblackcountry.co.uk/rainbow-hour/the-rainbow-booklet/</p> <p>Youth Sport Trust have also developed a series of free resources to</p>	<p>All resources were sent via email because of social distancing and 'Bubble working'</p> <p>Staff questionnaire regarding current practises and what 'PE' looks like for the students in that class.</p>	<p>20% of the Premium supports Key Indicator 3</p>	<p>Staff feedback via email was positive in regards to the resources signposted.</p> <p>Staff questionnaire responses were positive and all engaged.</p>	<p>There is a need to provide appropriate in house training to support staff understanding of key PE concepts so that consistency is established across the school.</p>

<p>support home learning, physical activity of young people and supporting those pupils in school. These resources remain available and will be added to throughout lockdown.</p> <p>Secondary PE https://www.youthsporttrust.org/free-home-learning-resources-secondary</p> <p>Each secondary PE activity comes with a downloadable working card with all activities able to be done at home with household objects</p> <p>60 Second Challenge Activities</p> <p>https://www.youthsporttrust.org/60-second-physical-activity-challenges</p> <p>20 challenges to support engagement that have a downloadable PDF to support and a tracking sheet for pupils to keep their own score.</p> <p>YST After School Sport Club</p> <p>https://www.youtube.com/user/YouthSportTrust</p>				
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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	20
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:
Additional achievements: Social distancing restrictions have significantly impacted on the range of sports and activities offered at Old Park School during National Lockdown.	<p>Those students who have remained in school have received the maintenance of a broad and balanced curriculum.</p> <p>Those students who have remained learning from home have received a variety of activity suggestions that promote Physical Education.</p> <p>Cross-curricular, functional skills promoted in “building” new bikes and go-karts for use at break time on supervised areas of the playtimes. This aspect of physical exercise is available for those students on site and they are engaged in preparing a new range of bikes and go-karts for their returning peers.</p>	20% of the Premium supports Key Indicator 4	<p>Maintenance of physical activity delivered through recovery curriculum.</p> <p>Staff feedback via email was positive in regards to the resources signposted.</p> <p>Returning peers are more engaged to try the new bikes and go-karts when they learn that their friends and peers built them in preparation for their return to school.</p>	<p>Plan and timetable “balanceability bikes” to allow pupils opportunities for practising their skills in balance. Bikes to be used on the Multi-Use Games Area (MUGA) once additional storage for bikes has been agreed.</p> <p>Develop off-site swimming for 14-19 students who need a deep water pool. This will give them the opportunity of swimming longer distances.</p> <p>14-19 students to access the gym equipment at Thorns Secondary College each week.</p> <p>Additional “balanceability” bikes may need to be purchased in the future.</p> <p>Sports Coach to act as link</p>

				once again between school and community base PE clubs once lockdown restrictions lift.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	20
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:
September recovery curriculum which then moved onto National lockdown has obviously affected participation in competitive sport. Key worker and Vulnerable students returned at 50% max per class. Competitive sport at Old Park School has not been possible during the Pandemic. Classes form their own Bubbles and are operating at approximately 50% pupils on site and 50% remote learning.	Restrictions of Risk assessment has resulted in us being unable to successfully participate in competitive sports.	20% of the Premium supports Key Indicator 5	Unable to offer competitive sport on account of CV19 Risk Assessment and individual class Bubble working.	Students return to school Risk assessments change Community sports clubs re-open Schools are allowed to mix once more to participate in competitive sports.

Signed off by	
Head Teacher:	Jodie Colbourne
Date:	
Subject Leader:	Paul Waterhouse
Date:	02/03/2021
Governor:	
Date:	