

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:

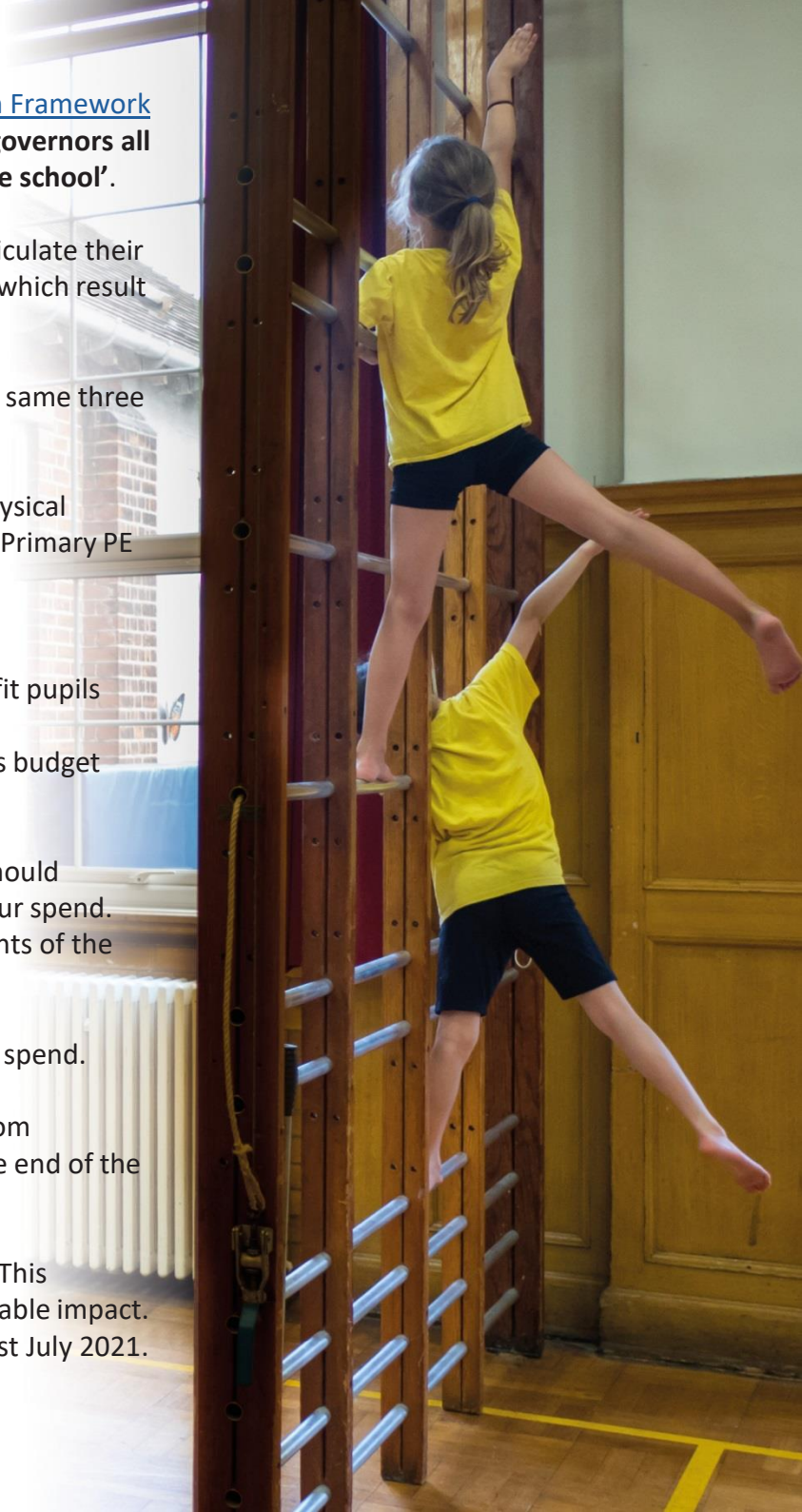
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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 2020:	Areas for further improvement and baseline evidence of need:
<p>Children at Werrington Primary School have had the opportunity to be active for a timetabled 2 hours a week (before school closure to most children in March 2020).</p> <p>Teachers are more confident at teaching PE (in a broader range of sports) than in the previous academic year. This benefits not only the children who are currently at Werrington, but children who will attend the school in the future.</p> <p>Children's attainment of PE was increasing before school closure in March 2020.</p>	<p>To give the children opportunities to be active at more times throughout the day.</p> <p>To ensure that children have the opportunity to access high quality PE provision despite Covid-19.</p>

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

Delete as applicable

Total amount carried forward from 2019/2020 **£1202**
+ Total amount for this academic year 2020/2021 **£19,550**
= Total to be spent by 31st July 2021 **£20752**

<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>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>	41.3%
<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>	31.3%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81.4%
<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>	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: £20752	Date Updated: 13 th of July 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	48.8
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 give the children to opportunity to be active at more times throughout the day.	Playtime and lunchtime play equipment has been purchased for each year group. Equipment has been purchased for each year group to ensure that equipment is not shared between year groups.	£3952.25	<p>The children a visibly more active at playtime. One year 4 boy said, "We love using the play equipment as it gives us lots of opportunities to be active."</p> <p>There have been fewer behaviour issues on the playground/field as the children have been engaged during their playtimes and lunchtimes.</p> <p>The children have been able to try new sports, such as Frisbee, that they may not have tried before.</p>	<p>To ensure that the children continue to be active throughout the day.</p> <p>To ensure that the playtime and lunchtime equipment is kept well stocked.</p>

<p>To engage children in school sports clubs.</p>	<p>Extra funding has been allocated to allow Pupil Premium children to attend half-term sports clubs.</p> <p>We have also been able to run after school sports clubs for year groups 1-6.</p> <p>We have also allocated lunchtime sports clubs. Each child in KS2 has had the opportunity to attend a lunchtime sports club, once week.</p>	<p>£4683.69</p>	<p>The children in years 5 and 6 have been offered the opportunity to attend a dance club after school.</p> <p>The children in years 1-5 have been offered the opportunity to attend a multi-skills club after school.</p> <p>An average of 35 children attend an after school sports clubs each week.</p> <p>30 children attend a lunchtime sports club each day.</p> <p>A year 3 girl said, "I love playing the games at lunchtime."</p>	<p>To increase our offer of sports clubs (dependent on Covid-19).</p> <p>Further engage children who have been identified as 'the least active' in extra-curricular clubs.</p>
<p>To ensure that all pupils take part in the active mile for 15 minutes each time.</p>	<p>PE coordinator has ensured that there is a timetable for the active mile.</p> <p>The active mile is embedded in years 1-6.</p>	<p>Free</p>	<p>All of the children, who have been identified as the 'least active' now take part on the active mile.</p> <p>Children are continuing to report that they feel more focussed in lessons after they have done the active mile.</p> <p>A year 5 boy said, "After the</p>	<p>The active mile is now embedded in Year groups 1-6. This will be sustained in the future and will benefit children joining the school.</p>

			active mile, I feel like I can go back into class and focus on my learning.”	
To ensure that all children take part in two hours of PE each week.	The PE timetable was updated, which allowed each class to fulfil their allocated PE time.	Free	Children are having two one-hour lessons a week, therefore children are active for two hours a week from just their PE lessons. This has happened despite the disruption caused by Covid-19.	PE Coordinator to monitor this in the next academic year.
To provide more opportunities for the children to be active at playtimes and lunchtimes.	Funding for the screen had already been allocated from a previous academic year.	£1500	Due to Covid-19, the screen has not been used as much as in previous years. This is due to the playground and lunchtimes being split. However, the screen has had use and the children have enjoyed dancing. This also has added to our active playground.	Funding for the screen will be reviewed.
To embed physical activity in the school day by promoting active travel to school.	Bike-ability was organised for years 5 and 6.	Free	When surveyed, 1/5 on KS2 children said they cycled regularly to school.	Safe and active travel will continue to be promoted in school.

To embed physical activity in the school day by promoting active lessons.	PE coordinator has Informed teachers of websites which have active videos on them. PE coordinator has also helped teachers with planning active lessons.	Free	Teachers are making some of their lessons more active, which is leading to children being physically active for a longer period of the school day.	Any new teaching staff that join the school will be shown the resources to create active lessons.
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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	0
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 raise the profile of sport by informing children of local clubs and sports team.	PE coordinator has updated the sports board to show local sports clubs.	Free	Children are aware of the sports that take place in school. Children are aware of the local clubs that they could attend. Sporting participation and achievement is promoted on the	To invite local sports clubs into assemblies, if Covid-19 restrictions allow this.

To raise the profile of PE and sport by achieving the School Games Gold Mark.	PE coordinator has planned what needs to be done in order to achieve the Gold Mark.	Free	sports board. Due to Covid-19, the school was not able to obtain the gold mark and has retained the silver mark.	Achieve the School Games Gold Mark.
To further raise the profile of PE and sport across the school, by training three Year 6 children to become Bronze Ambassadors. This will therefore allow them to be the youth voice for PE and sport and encourage other children in the school to participate in sports.	Arrange halftermly meetings with the sports ambassadors to guide them and listen to their views.	Part of the SLA with Arthur Mellows Village College	Bronze ambassadors have been trained to be a voice for youth sport at Werrington Primary School. Despite this, their role has been limited due to Covid-19.	PE coordinator to ensure Bronze Ambassadors are trained next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	20.1
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 ensure all teaching staff are confident and have the required knowledge to teach PE and sport to a high standard.	Liaised with Premier Sports to organise CPD over a half-term for teaching staff. Teachers to reflect on areas of PE that they require CPD on. PE Coordinator to observe teachers to ensure PE and sport lessons are taught to a high standard.	£2730	All teachers who have had CPD have reported an increase in confidence, knowledge and skills. Teachers reported that their confidence in curling, handball, lacrosse, rounders, netball and swimming increased from 'some	New members of staff to receive CPD when they join the school, either by PE Coordinator or by Premier Sports. HLTAs to receive PE CPD from the PE Coordinator.

			<p>confidence' to 'confident to teach'.</p> <p>A learning walk of PE lessons show that PE is being taught to a high standard across the school.</p> <p>As PE lessons are being taught to a higher standard, children are more engaged in their PE lessons and have a better understanding about how to be healthy.</p>	
<p>To ensure all teaching staff are confident and have the required knowledge to teach PE and sport to a high standard. Also, to ensure that content taught in PE lessons covers the statements from the National Curriculum and that children progress their knowledge and skills in each sport as they move through the school.</p>	<p>Purchased the 'Getset4PE' scheme of work.</p>	<p>£1375</p>	<p>Individual lesson plans are now available in each year group for all sports. Teachers will be able to use these from the start of the next academic year to ensure children make progress in these areas. Furthermore, the PE coordinator will be able to ensure that there is a coverage of sports, in line with the national curriculum.</p>	<p>The school has invested in Getset4PE for another 2 years.</p> <p>PE coordinator to ensure that staff are trained to use Getset4PE.</p>
<p>Increased confidence, knowledge and skills of a member of staff when teaching swimming.</p>	<p>Organised swimming CPD for a teacher.</p>	<p>£15</p>	<p>The teacher reported that their confidence in teaching swimming</p>	<p>PE coordinator to survey teaching staff to check whether they need any swimming CPD next year.</p>

Increased confidence, knowledge and skills of lunchtime supervisors to deliver sports activities at playtime and lunchtime.	Organised CPD for lunchtime supervisors.	£70	increased from 'no confidence at all' to 'confident to teach'. The lunchtime supervisors that completed the survey indicated that their confidence and skills had 'significantly increased' due to the training.	Learning walks will assess the quality of the lunchtime sports provision. Further CPD will be organised, if necessary.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	14.3
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 offer children in year groups 1-6 the opportunity to participate in sports, as part of the Service Level Agreement (SLA) with Arthur Mellows Village College.	Attended regular SOKE Cluster meetings to understand expectations and receive dates of upcoming events. Liaised with each year group to organise transport and letters to these events.	Part of the SLA with Arthur Mellows Village College - £2983.34	The following events were organised but could not happen, due to Covid-19. Year 1: multi-skills Year 2: multi-skills Year 3: dance/gymnastics festival Year 4: athletics Year 5: table tennis Year 6: basketball	We hope to be able to attend these events in the future, however this is dependent on Covid-19.

			<p>Despite this in-school athletics events were organised for children in year 1 and year 4.</p> <p>88% of year 1 children said they had never thrown javelin before.</p> <p>94% of year 4 children said that they had not tried at least one of the athletics events before.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	11.1
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 increase the number of intra-school competitions that all children take part in.	<p>Due to Covid-19, we have been unable to compete against other schools.</p> <p>However, after school closure, we have organised team-building activities, which has allowed children in years 2-6 to work together and compete against each other.</p>	£2310	<p>Please note that due to Covid-19, children have only competed against other children in their class.</p> <p>All of the children in years 2-6 have taken part in intra-school competitions.</p> <p>A year 6 girl said, "I loved the team-building. It gave us an opportunity to work together and to compete against each other."</p> <p>The following events were planned, although some could not happen, due to Covid-19.</p> <ul style="list-style-type: none"> • Whole school sports day • Year 5 and 6 SOKE football competition • Year 3 and 4 orienteering • Year 5 and 6 football competition at Werrington Primary School • Year 5 and 6 netball 	Hopefully in the next academic year, we can attend inter-school sporting competitions.

			competition <ul style="list-style-type: none"> • Years 3, 4, 5 and 6 SOKE cross country competition • Years 3, 4, 5 and 6 Peterborough schools' cross country finals • Year 4 whole year group athletics event and competition • Year 5 whole year group table tennis event and competition • Year 6 whole year group basketball event and competition • Years 3, 4, 5 and 6 SOKE athletics competition • SOKE Education Trust sports event • Girls football competition at Peterborough United 	
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£1132.72 has not been spent in this academic year and it will be carried over to the next academic year.

In the future, this money will be spent on additional sports equipment, swimming CPD and developing the school's outdoor adventurous activities provision.