

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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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:
<p>Giving children access to our current PE curriculum even when at home shielding, self-isolating or on lockdown. We have a REAL PE online portal which every child had access to for over a year. Assessment data we have done this year shows that the children aren't as far behind as they could have been and we believe that this has a part to play in why.</p> <p>Changing the PE medium term plan to having the more contact based sports at the end of the year to try to limit the infection rate, we feel the lack of closure of bubbles and children having to self-isolate has played a part in this being a success.</p>	<p>Unfortunately due to bubbles and disruption in this academic year, we were not able to utilise the Jack Hunt package as much as we would have hoped so more competitive sport next year is high on the priority list.</p> <p>Swimming is perhaps the biggest priority this year with children not being able to be in the pool for 18 months due to bubbles and disruption this year. If we are able to get extra pool time it is hoped that we will be able to get more children (from a younger age) access to the pool. Data shows that if children have access to a pool from an earlier age they are more likely to be able to swim by the time they leave year 6</p>

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

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? 1 and 2				Total Carry Over Funding:
				£4795
Intent	Implementation		Impact	
The extension of The PE apprentices contract here at school to aid in the delivery of high quality PE.	Jack was given his own timetable and delivered PE to the school alongside Mr McDonough. During lockdown this additional support in PE has helped deliver 2 home PE Lessons a week via the new online platform REAL PE, as well as a getset for PE activity, all linked to the schemes of work at school	Carry over funding allocated: £4795	Assessments have been generally good across school. During lockdown we have also been delivering 2 home PE Lessons a week. This has helped keep children active whilst also being linked to the PE Curriculum in school.	To help catch up on the learning that has been lost it has been invaluable to have this support at a time the children have needed it most.

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: £	Date Updated:	
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:
				37.24%
Intent	Implementation		Impact	
1) Ensure every child has multiple opportunities to choose from physical activities that they wish to partake in during lunch times.	PE coordinator to liaise with sports ambassadors to ensure that equipment that is in demand has been purchased.	Funding allocated: £661.10	The evidence will be captured through photographs which will show the use of the equipment.	Sustainability and suggested next steps: The equipment has been purchased and will be used as of September. Moving forward, the PE coordinator will 'drop-in' to ensure the equipment is being regularly used.
2) Active lunches	Selected Children to be given training by the PE co-ordinator (JM) as of September in Autumn 1 to provide lunch clubs for other children.	£661.10	More children taking part in extra-curricular activities. Pictures of children delivering club and registers.	PE coordinator will ensure the activities are run consistently by working with the lead midday supervisors and providing further training (if necessary).
3) Line Markings	After carrying out a survey with children we found out which would be the popular markings to go on the playground that would get the most children active	£2373.50	To get more children active at break and lunchtimes. Pictures taken as evidence	To monitor children using the markings and to ensure children have access to them.
4) To give children opportunities to get active during long teaching sessions.	Thorpe Primary School to use a "Gonoodle" account to enable all staff members and children across the school to increase physical activity.	N/A	All members of staff will be required to sign up and PE lead will have access to usage.	Continue to give children the opportunity to get active in longer lessons through the use of 'gonoodle'. Alternatively, use the free membership.

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5) To take part in the EYFS and year 1 multi-skills festivals, alongside attending the year 4 rowing festival at Jack Hunt School.	Liaise with Jack Hunt School and class teachers, ensuring children attend the extra activities offered.	*	Pictures were taken of children during these sessions and displayed on the screens across school.	To continue working closely with Jack Hunt School as they provide further opportunities for our children.
6) Moki- electronic step counters	To raise the amount of physical activity across school using pedometers for class challenges.	£6255	To see a gradual increase in steps across the school as they get enthused by the class challenges. We conducted a trial across year 4 to find out if it would be suitable for our KS2 in preparation for it to be rolled out fully in September	End of year prizes for the class/year groups with the highest progression.
<p>Mr Danji:" Just a quick email to update you on how using the Moki bands is going with my class. The children have absolutely loved it; it's definitely inspired them to be more proactive and conscious of their physical activity during the school day. They absolutely love being able to check their steps at the end of the day. It's great to be able to make links to things like Maths by analysing the graphs and questioning why steps may sometimes be higher/lower than expected (for example, on PE days). It's also great to see children trying to beat their own personal scores, as well as challenging each other or wanting to compare their steps to other classes. Now that we are in the routine of it, it really does not take long for the children to scan their wristbands either; probably 5-7 minutes. They're also very aware of the expectations in regards to the wristbands and very rarely do I see children removing them/fiddling with them throughout the day.</p> <p>Overall, I definitely think it's a great concept and I believe it has worked really well for the children in Year 4!"</p>		<p>Miss Bothwell:"Since we have started using the Moki bands the children in my class have become active during their break and lunchtimes. Instead of standing around talking, they are running laps of the field and trying to increase their steps. At the end of each school day, the children are all keen and enthusiastic about seeing their scores and comparing their progress over the week. The bands are easy to pair and sync and the insight tab provides lots of information about the children's activity."</p>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21.83%
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:
1) Athlete Mentor visits	To support Inspire+ for the school visits of elite athletes. Thorpe Primary School to select 2 workshops prior to the event for the Athlete Mentor to lead on the day. Thorpe Primary School to choose who the workshops are aimed at in their school to ensure relevance and largest impact.	*	To monitor the effectiveness of athlete mentors through feedback from pupils.	Continue to work with Jack Hunt School.
2) Health and wellbeing day	Thorpe to take our chosen student to JH school to learn more about Healthy lifestyles, Healthy eating and Physical activity.	*	Children to feedback their findings to others.	Continue to work with Jack Hunt School.
3) Sports Zone Magazine	A magazine that helps to document the activities that Thorpe have taken part in on a termly basis.	*		Continue to work with Jack Hunt School.
4) Bronze Ambassador training	Two students have been trained in basic leadership and have shared ideas with their staff on how to support back at school with existing clubs or new clubs over a term	*	Chosen children to share their ideas to the rest of their classes.	Continue to work with Jack Hunt School.

5) Sport Awards Evening	Students to aspire to be selected to attend the JH sports Award to receive an outstanding achievement award for contribution to school sport at their school in the previous year.	*	Attended by PE lead and children are currently aspiring to be the next individual to have the opportunity to receive an award at the Sports Awards Evening.	Continue to work with Jack Hunt School.
6) PE apprentice	TPS to employ a PE apprentice to raise the profile of Physical Education within the school.	£5445.90	Increased physical activity through focus groups within lessons and after school clubs.	Developing members of staff through specialist subject
7) Provide upper year 5 children with first aid training.	Liaise with external agencies who provide first aid training for children.	£240	Certificates were provided for all children who took part and it resulted in providing life- skills for all involved.	To continue to work with Vivacity who provided the training, in order to find cheaper alternatives. <i>*Not complete due to Covid19 – budgeted amount was £240</i>
8) Roots to food- To give children the understanding of the importance of nutrition	Provide nutritional cooking workshops	£300	Heighten understanding of why a balanced diet and eating healthy is vital for our bodies	Continue liaising with 'Roots2Food' for future opportunities. <i>*Not complete due to Covid19 – budgeted amount was £300</i>
Sports equipment	To get children enthused about PE	£1176	Children are using the equipment in PE	To continue using the equipment

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5.3%
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:
1) Active lunches	PE coordinator to arrange training for midday supervisors through the Jack hunt cluster.	See note*	Midday supervisors to sign upon attending. PE lead to liaise with midday supervisors to ensure children are more active through activities.	PE coordinator will ensure the activated are run consistently by working with the lead midday supervisor and providing further training (if necessary).
2) Increase skills of PE lead/ coach through curriculum scheme of works	Purchase Get Set4PE	£825	Teachers who have been following this scheme have found it extremely easy to follow, the children have taken really well to this scheme of work and enjoy it.	To carry on teaching and support all staff where necessary and where help is required.
3) Increase skills of PE lead/ coach through curriculum scheme of works	Purchase of REAL PE	£495	We have found this to be an essential part of the curriculum, not just because the children have had access to it at home to keep up with the PE curriculum but we firmly believe that this is what children should be learning about in PE, this moves away from sport and really concentrates on developing the whole child by focussing on improving their social, personal, cognitive, physical and creative skills and improving their knowledge on health and fitness	To continue teaching the scheme of work and giving children the opportunity to improve themselves through access to the scheme outside of school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10.4%
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:
1) Legacy festival	Liaise with JH, to ensure event takes place.	*	Photographs of the event to be taken and to allow year 6 pupils to compete with, and interact with their peers to be.	Continue to work with JH on future festivals.
2) Sports festival	Liaise with JH, to ensure event takes place.	*	Photographs to be taken and displayed on school digital screens.	Continue to work with JH on future festivals.
3) House competition	To plan with PE teacher to ensure more students take part.	Repeated	To ensure all students take part.	Continue to improve the logistics of the house competition as we convert into a three- form entry.

4) Sports day	To ensure newer, more different activities introduced as part of sports day event.	Repeated	Record results and ensure all students participate.	Continue to improve the logistics of the sports day as we convert into a three- form entry.
5) Top up swimming sessions	To provide further opportunities to children who have not had extracurricular opportunities for swimming.	£440	To increase the number of children who are swimming 25 metres by year 6.	Continue to work with these children and aim to introduce swimming at an earlier for some children.(not completed due to COVID)
6) After school clubs	Employ sports coach to run after school activities for children	£2592	To keep registers of children who are attending and the number of children gaining exposure to these new activities. Due to COVID we had to rethink the way in which we delivered PE and keep children active at home, this was linked to the PE curriculum and tailored to their needs, this is something that we will look to continue.	Continue to work with sports coach, ensuring he is promoting how the children can access these sports/ activities outside of school.
7) Assemblies	Inspire+ Assemblies	£250		

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:
1) Football festival at the grange	Liaise with Jack Hunt to ensure we have the children ready for the upcoming inter- schools competition.	*	Results to be recorded, photographs to be taken and children to be given participatory certificates.	Continue to work with JH to provide further competitive opportunities.
2) Girls football at Thorpe Primary School	Liaise with Jack Hunt to ensure we have the children ready for the upcoming inter- schools competition.	*	Results to be recorded, photographs to be taken and children to be given participatory certificates.	Continue to work with JH to provide further competitive opportunities.
3) Rugby festival	Liaise with Jack Hunt to ensure we have the children ready for the upcoming inter- schools competition.	*	Results to be recorded, photographs to be taken and children to be given participatory certificates.	Continue to work with JH to provide further competitive opportunities.

House competitions	To plan with PE teacher to ensure more students take part.	Repeated	To ensure all students take part.	Continue to improve the logistics of the house competition as we convert into a three- form entry.
Sports day	To ensure newer, more different activities introduced as part of sports day event.	Repeated	Record results and ensure all students participate.	Continue to improve the logistics of the sports day as we convert into a three- form entry.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

* =Jack Hunt package £4750 access was very limited due to COVID, plan was largely not met to be reflected in reduction in cost 21/22, as highlighted earlier in the document it is one of our main focuses to get more children involved in competitive sports in the year ahead.