

# Sports Premium Statement 2020/21



# 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:

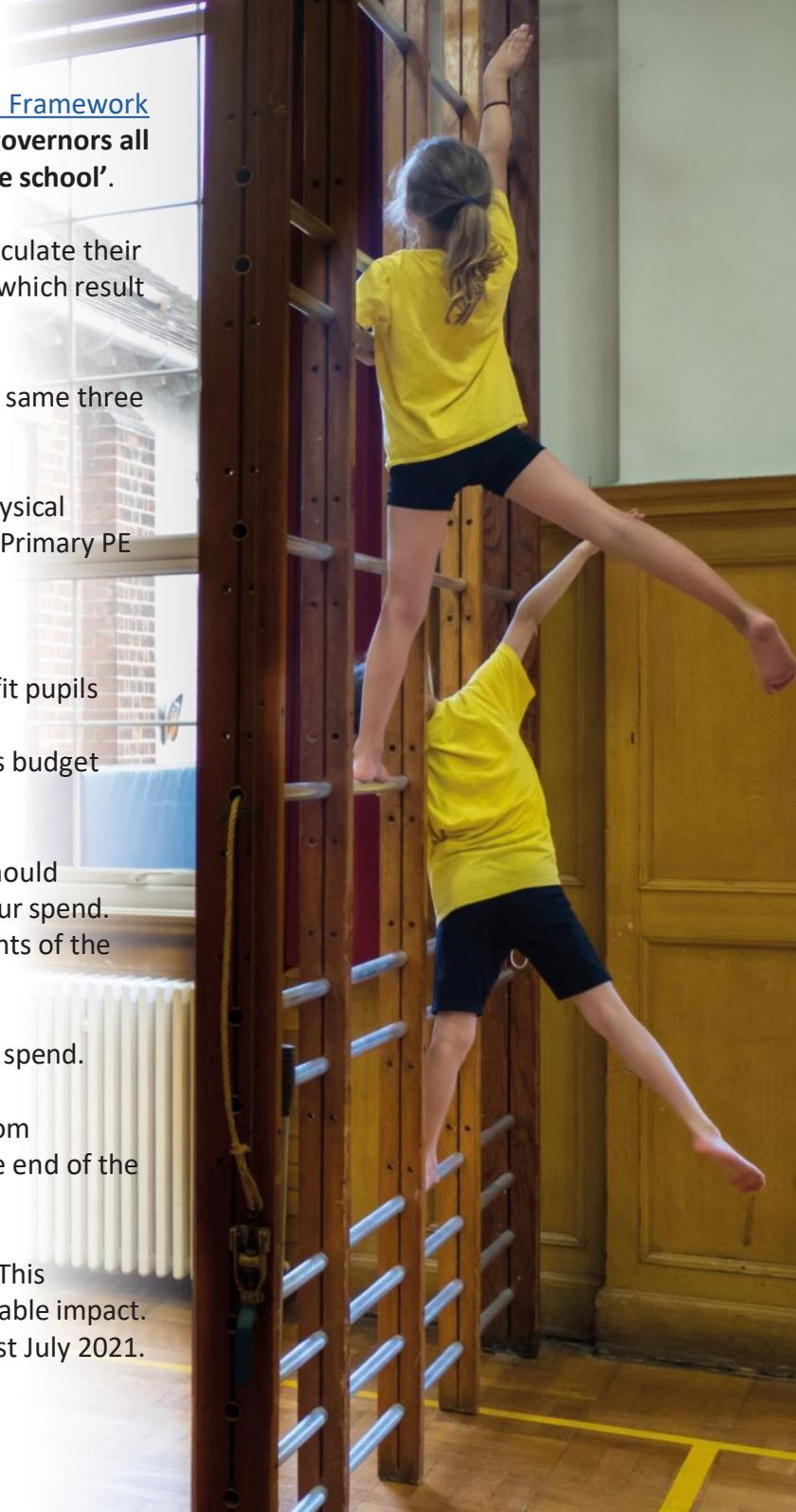
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](http://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 **31<sup>st</sup> 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:
<ul style="list-style-type: none"> <li>• Re-joined GSSN.</li> <li>• Greatly enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions, especially in light of the Covid 19 pandemic and restrictions imposed (such as Year group bubbles)</li> <li>• Consistent take up of before and after school clubs, when available, subsidised by the school- included Yoga, netball (Y4), Football (Y5) and Rounders (Y6)</li> <li>• Forest School has continued when classes in school</li> <li>• Year groups set online PE/active provision during periods of Home Learning</li> <li>• Fit15 continued across year groups</li> <li>• Some competitive sport provided for year groups- Cross Country; Hockey</li> <li>• Visits from 400m Olympic hopeful Amy Hillyard and Dan the Skipping man who provided workshops for all year groups (socially distanced and no mixing of equipment or bubbles)</li> </ul>	<p>Use of IPads to record aspects of PE sessions, as an assessment tool</p> <p>Further provision of after school clubs and a range of sports.</p> <p>Increase inter-school league and competitive sporting opportunities (once Covid 19 restrictions ease)</p> <p>Increase outside provision from coaching/Sports stars when restrictions ease</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      £8174**  
**+ Total amount for this academic year 2020/2021    £18105**  
**= Total to be spent by 31st July 2021                    £26279**

<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><b>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.</b></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><b>N.B.</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>	50%
<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>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	75%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p> <p><b>This year, the Y6 undertook swimming sessions during terms 5 and 6, which is in addition to our usual provision.</b></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: £		Date Updated:	
<b>Key indicator 1:</b> 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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<i>To build physical and mental stamina by use of a physically active and creative PE curriculum.</i>	<i>The PE curriculum has been designed around the need to operate in year group “bubbles”. One session has been designated for ABC and general fitness and individual challenges. We have used AFPe, YST and other GSSN offered links and websites such as Imoves to cater for this, as well as a range of suggested games.</i>		<i>Cost of new equipment to support year group bubbles: £2929</i>	<i>A survey will shortly be carried out with regard to Lockdown experiences with activity. Classes have been more active; behaviour has been noted as improving due to use of year group bubbles; This is largely due to containment of children’s playtimes and adequate equipment being available.</i>	
<i>To continue to offer provision for active playtimes</i>	<i>Each class to be provided with a set of equipment suitable for year group bubble PE sessions including for Active Playtimes.</i>			<i>Each year group have been allocated various equipment: multi skills, rounders, hockey, etc and this is used at break and lunch times as well as for P.E. lessons.</i>	
<i>To continue to encourage the “daily Mile2 through our “Fit15” initiative</i>	<i>Children are encouraged to be active for at least 15 minutes through the day by walking or running using the new “Fit15” challenge.</i>			<i>This has been running for the two Autumn terms and has been carried out by Key Worker children during the first Spring term.</i>	
				<i>During terms 1 and 2, each class followed the programme suggested and children’s fitness levels seem to improve. Various sports were included in order that skills could be met. During Spring term 3, the Key worker groups undertook PE activities each day, through Active Play and “Fit15” though normal curriculum activities were suspended. Classes followed online activities and used websites such as ‘Go Noodle’ and ‘Joe Wickes’ for fitness activities.</i>	
				<i>The “Fit15” initiative has provided degrees of challenge over the year. This needs reviewing and possibly amending for next year. Potentially,</i>	

			<i>Fit 15 has continued to support the children's wellbeing. Y4, for example, have reported that the children have been given various challenges alongside running.</i>	<i>a reward system may be introduced- this could be on a year group basis. In light of a return to more normal PE scheduling and full time school attendance, equipment may be kept in the year group for which the sporting element is required.</i>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
<i>Continue to review and improve in the provision of school sporting equipment.</i>	<i>Ensure that adequate equipment is provided for each year group so that children have the equipment available for year group activities; purchase suitable equipment.</i>	<i>£as above</i>	<i>During terms 1 and 2, a range of new equipment was purchased in order that each class should have its own dedicated supply of equipment to aid playtime and sporting activities in "bubbles". Further equipment has been purchased and has been used for year group PE sessions and our annual Sports Day.</i>	<i>In light of a return to more normal PE provision, ensure that each year group has the quality and quantity of equipment necessary for provision.</i>
<i>Explore funding for all year groups to attend swimming sessions</i>	<i>Discuss options for funding for at least some extra swimming this year.</i>	<i>£cost TBC</i>	<i>Swimming has taken place for Y6 during the summer terms.</i>	<i>Continue to fund swimming to ensure that this can be maintained for a child's whole time in school. Support families who find the cost challenging to ensure no child misses out through cost.</i>

<p><i>Improved use of the Forest School area to support the Curriculum and children's mental health and wellbeing</i></p> <p><i>Provide an area of staging for year groups to use to aid mental wellbeing.</i></p>	<p><i>Purchase of additional equipment that will allow easier high quality access for all children to Forest School area both as part of the curriculum and during play.</i></p> <p><i>Research and book a company to erect a stage.</i></p>	<p><i>New shed cost came from CPMIS</i></p> <p><i>£3640</i></p>	<p><i>New shed installed. Children are more easily able to access equipment.</i></p> <p><i>Since the stage has been erected, the outdoor play area is regularly used at break times for creative applications/ play/ drama and by classes for outdoor learning. It has been very well received and is a great asset for the school, encouraging the children to be more creative and supporting our drive for improvement in mental wellbeing and our 5 Ways to Wellbeing.</i></p>	<p><i>More opportunities are being looked at for enhancing the FS area.</i></p> <p><i>Explore adding further structures to the outdoor play area such as a climbing dome or wall and redefining the tyre area.</i></p>
<p><i>To inspire the children to take part in physical activity.</i></p>	<p><i>Book an athlete to visit the school through the organisation, Sports for Champions.</i></p>	<p><i>£445</i></p>	<p><i>The children were excited to meet Amy and took part enthusiastically with the circuits that she organised for them. There was a great atmosphere as all year groups participated in the event. Staff observed children choosing to do similar activities during playtimes, clearly inspired by Amy's visit.</i></p>	<p><i>KAT Team to look to book an athlete for next academic year but ideally one who can demonstrate their sport in front of the children.</i></p>
<p><i>To enable children to evaluate their skills and be able to identify how to make improvements.</i></p>	<p><i>Purchase iPads for the children to use to video them taking part in physical activity. These videos can then be watched and discussed to celebrate improvements and success, as well as identifying ways to improve skills.</i></p>	<p><i>£7200</i></p>	<p><i>It is early days to comment fully on the impact of the iPads but the children are currently learning to use them to video each other, and are starting to watch them back and discuss good practice as well as ways to improve skills.</i></p>	<p><i>The use of iPads to evaluate and develop skills and confidence will need to continue next year.</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p><i>Provide support to teachers in following guidelines under the Covid 19 restrictions.</i></p> <p><i>Arrange, when appropriate, outside coaching support for classes.</i></p>	<p><i>Ensure constant communication with staff regarding requirements for PE covered</i></p> <p><i>Contact GSSN once Covid restrictions begin to ease.</i></p>	<p><i>Dan the Skipping Man: £375</i></p>	<p><i>Classes have benefitted from a regular curriculum and options for PE during Lockdown periods. All children have been engaged and progress has been made. In particular, the skipping workshop has inspired the children who took this up more readily at break and lunch times.</i></p>	<p><i>Classes have had contact throughout the year and equipment and planning advice has been provided.</i></p> <p><i>Outside coaching occurred in term 4 in Y4; Skipping workshops were provided through "Dan the Skipping Man" attendance.</i></p> <p><i>Explore future options.</i></p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p><i>Offer after school clubs for children to cover a range of sports.</i></p>	<p><i>Organise different clubs; ensure opportunities for each year group</i></p>	<p><i>TBC</i></p>	<p><i>Y5 football was successful and attracted boys and girls who are keen to create school teams for next year. Some of the children already play for clubs outside of the school but they</i></p>	<p><i>Clubs were resumed in the summer terms this year in football (Y5), Netball (Y4) and Rounders (Y6). In addition, Yoga was carried out for Y4. This needs to continue next</i></p>

<p>Offer Y6 and Y3 swimming lessons in Summer 2021.</p>	<p>Contact GL1 to arrange suitable swimming slots.</p>	<p>TBC</p>	<p>nevertheless found the club to enhance their skills and be rewarding. Rounders was also successful for Y6 though attendance was limited. Netball club involved a large group of Y4s and this ran for the whole summer. Yoga had a good early morning attendance with Y4.</p>	<p>year, with a focus on provision of a wider range of clubs and to promote links with wellbeing and our Healthy Schools award.</p>
---------------------------------------------------------	--------------------------------------------------------	------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

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:
<i>To attend local sports competitions to work alongside and compete against other local schools as opportunities arise and depending upon situation with pandemic. All children in year 5/6 given opportunity to compete and represent the school</i>	<i>Renew subscription to GSSN Depending on Covid restrictions, 'attend' sports competition offered by GSSN virtually or otherwise.</i>	<i>£1910. GSSN sports affiliation</i>	<i>All Year 5/6 children to take part in at least one competitive event with more 90% being involved in all events. The Cross Country event was successful in that, unlike other years, all of the school were involved rather than just a team from each year group.  In particular, the schools' participation in the Virtual Cross Country champs led to some winners and significant places in Year 3 and above.</i>	<i>Plan for future events; plan future after school clubs to prepare for competitive events. School has taken part in the Virtual Cross Country championships and results were submitted to the GSSN  Subject to easing of restrictions, focus on providing opportunities for all year groups, including SEN to attend sporting events.</i>

Signed off by	
Head Teacher:	D. Peece
Date:	25.7.21
Subject Leader:	M. Page
Date:	25.7.21
Governor:	I. Garbett
Date:	25.7.21