

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



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

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 2021:	Areas for further improvement and baseline evidence of need:
<p>Building on last year's provisional silver sports games mark award, GFJS have been approved for Gold assuming no further disruptions before the end of the year.</p> <p>This was through effective running of clubs and inter year competitions despite lock down, whilst maintaining in school activity.</p> <p>Numerous opportunities offered – strong engagement and offer of external sports and clubs. Despite tight Covid rules being maintained, we continued to provide a minimum of three sporting clubs per year in each eligible term.</p> <p>Excellent variety of equipment and a rich variety of sports. Includes unique opportunity offers like American football and Handball in universities.</p> <p>Further support has been put in place to aid teachers in their planning of high quality PE. Lacrosse and dance training, alongside a progressive planning programme have helped develop teacher confidence in a range of sports.</p>	<p>To provide high quality dance across all year groups. We have an excellent array of dance opportunities embedded in the school curriculum and the aim next year will be to ensure plans and teacher expertise is consistent across all year groups.</p> <p>Continue to improve CPD offer. Staff confidence in the range of sports and activities they are teaching is improving. From liaison with staff, rugby and hockey were identified as priorities. Next year, we aim to support the teaching of tag-rugby, dance and hockey with additional CPD opportunities.</p> <p>Reintroduce sporting value certificates to promote these positive values across all PE lessons. Ensure sporting achievement and attitude is recognised in a more coordinated way.</p> <p>Re-establish daily mile track once the playground can be reopened post restrictions .</p> <p>No external sporting occasions attended this year. Improve on this not only returning school to pre covid levels but on adding in more events including coordination of and hosting other through WEC partnership work.</p> <p>Increase the number of after school clubs on offer for pupils.</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: £ 2820.00	Date Updated: January 2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £2820.00
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?:

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.		21%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?		13%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?		22%

<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>No - - limited availability due to Covid and priority for booking swimming given to earlier year groups with less swimming experience. Next year to add in boosters for Year 6 pupil</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: £2300		Date Updated: 28/06/21	
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?:	
Sports Leaders – Despite Covid restrictions Sports leaders were run inside of year groups. Children provided additional activities to complete on the playground – designed to keep them active and enjoy competitive play.		Applicants were accepted based on completion of sports leadership forms. Trained by teachers at start of year and outside support coaches in final term. Four pupils received Sports Leader certificates from coaches for their efforts.		£1800 – external providers for Summer Term £100 – Supply of sports leader badges for willing participants.	
Equipment to be provided for the playground in support of school leaders and to ensure maximum opportunities for active time during breaks and lunch.		Tees for targeting games Horseshoes game Tennis balls to support growth of catching games in playground Skipping Ropes Midday assistants to support active lunchtimes and encouraging safe use of equipment		£400 Visible increase in number of catch and fielding type games being played on the playground.	
					Sustainability and suggested next steps:
					To review ownership. This year struggled from being teacher led and the impact of Covid on time allocated to this. Affected uptake in Year 5. This year to review if whole year round external support can be provided with sports leader qualification. Increase confidence of sports leaders in running their own playground activities for the younger year groups. Continue to support - keep exploring new games to provide variety and sustain growth.

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	19
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:
Sports day completed in school.	Provide children with enjoyable social sporting event with competitive elements for direct competition and non-competitive teacher-led activities.	£30 stickers and awards for competitors	355 pupils involved in sports day over multiple days adding additional 3-4 hours of sports to the weekly timetable.	Once Covid restrictions are lifted, allow parents/carers to spectate at event to improve community engagement in school sport.
Gymnastics coaching	Experienced coach brought in to provide specialised teaching of gymnastics.	£3000	Taught across three year groups. 16 places offered at Summer term clubs for Y5 pupils	Extend outside coaching across all four year groups without increasing cost.
Club extravaganza	Opportunity for children to show what they have learned - an opportunity to take pride in sporting achievement.	£0	Increased profile of clubs maintains generally high uptake and creates excitement around sport involvement across school. Advertises sports clubs to parents via video link.	Continue to support. Looking at providing links or information 'hub' to external clubs through school. Promoting sporting lifestyle choices.
New Curriculum PE equipment	Provide suitable quality and quantity of equipment for teachers to deliver high quality PE lessons: Lacrosse equipment purchased Rounders equipment cards Rounders Bats Cricket guidebook	£500	Curriculum delivered effectively - emphasis to be on keeping as many children active as possible during lessons. An increase in equipment removes sharing and increases participation.	Continue to review provision and ensure equipment available in sufficient numbers to support maximum active time.

<p>Fictions books purchased to raise profile of sport within school particularly with children who aren't yet engaged with sport</p>	<p>Tennis balls Cricket bats (replacing old, damaged bats) Stopwatches UniHoc sticks to replace damaged and provide enough for whole class set rather than sharing Discus and Shot Putt lightweight suitable for Year 3 and 4 to join 6 and 6 in competing in field events.</p> <p>Provide high quality reading texts about sport - particularly those with sports values inline with schools (see values certificates). Purchased to support and generate sporting aspirations.</p>	<p>£200 (£100 so far)</p>	<p>Children chosen to read and feedback on sports books recommending a year suitable for and how popular the book is.</p>	<p>Monitor effect on children - look at potential for sports reading corner in each year group.</p>
--	--	-------------------------------	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	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:
Dance Teaching and CPD with Year 3 and 5	Support teachers in providing quality teaching of the subject with dynamics outside of typical classroom settings.	£1150	Teachers are more confident to deliver active dance lessons. Lesson plans provided to school for future use demonstrate progressive development of skills. Teachers are sufficiently confident to cascade learning to future	Look at reviewing learning and amount of support for future years. Years 3,4 and 5 will now have a cross-curricular dance unit ready to teach. Designed for our curriculum.
Lacrosse CPD training for all teachers	Provide teachers with an understanding of a sport that has a unique and unusual skill set. To ensure teachers feel confident to deliver lessons with a firmer knowledge base.	£240	Teachers enjoyed training and reported feeling more confident to teach sport. Lacrosse England have provided a toolkit for designing bespoke lesson plan tailored to the ability and confidence of children.	Links provided to Reading team - Wildcats who are happy to provide further local support in September. This could include a club as well.
Association of PE membership	Provide networking and CPD opportunities through membership. This provides access to numerous online cpd and webinars. Includes physical copies of AFPE PE guides.	£110	PE lead has access to rule and regulation support for role. Ongoing source of CPD and inline knowledge hub to support learning. Journal provided during the year to encourage teaching staff to think more deeply after PE and it's place in the curriculum.	Continue to purchase yearly - look at making more resources available to all staff.

Dance CPD	For PE co-ordinator to improve personal knowledge of discipline - then cascade down useful information and lesson plans/options	£15	PE lead has been able to support those who struggled with implementing dance during the year. Provided an alternative insight into dance to compare to in school providers.	One off purchase resources uploaded to school drive for sharing.
Fencing CPD	For PE coordinator to complete and review whether this is something that could be offered at GFJS particularly in the form of an afterschool club or university course	£20	PE lead is able to understand what would be required for roll out of sport.	Further evaluation to take place start up cost versus impact for setting up and maintaining club

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

%

15

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:
Martial Arts teachers	External Providers to come in and teach. Providing a new experience for the children they otherwise would not have access to.	£1885	Broaden childrens' knowledge in a new discipline that otherwise the school would not have been able to provide.	To continue to use extending clubs to make sure all year groups have access. Consideration for reducing from all four year groups to ensure greater spread of outdoor sports.

Yoga	Offered during online learning as a wellbeing and mindfulness nod.	£150	Weekly 30 minute sessions provided to all pupils in school and accessible to those working from home. An average of 70 children accessed learning online together uniting in school and out.	Built into remote learning policy to support pupil wellbeing in the event of further lockdowns
Subsidised clubs offered	Liaise with clubs co-ord and add	Unused	35 of 36 free spaces at extracurricular clubs taken up.	Maintain fund for next year - with a full range all year will be more opportunities to grow sporting participation.
Year 6 trip subsidised from a skating trip to instead be an all activity water sports day. Include paddle boarding and sailing.	Children were offered a new and unique opportunity in sport. This is something the school have never tried before and will broaden children's sporting horizons in a new way	£900	89 children attended 70 of whom had never been out on a lake before or experienced sailing and paddle boarding.	To develop links with sailing club looking at funded trip opportunities. Consideration for running trip again. Reducing sports premium spend
Archery Day (Y5)	Funded archery day for the whole year 5 cohort to give them exposure to a support most had not had access to before.	£0 funded	Motivated pupils to join future after school archery club. Improved staff CPD.	Offer extracurricular archery club in 2021/22

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	15
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:
Virtually Boccia	Children to compete in a sporting event regardless of ability	£0	Provide children in school and at home the opportunity to unite and compete in sport despite lockdown	One off event - achieved limited uptake but did raise the profile of a regular school games sport that has high inclusivity.
Tournaments – Booked for next academic year.	To provide focus for efforts and establish pride in competing and sporting achievement	£25	Provide focus and pride in school sporting achievement	
Football booked				
Rugby, Cricket and others to follow	Schools FA tournament organised for U11 boys and girls tournament. WEC organised local events to follow.	£TBC		
MiniBus training	Staff to be trained to provide minibus transport. This will allow greater potential for travel and should ensure that we can attend the maximum number of after school events as soon as practicable once restrictions are lifted.	£575	Training organised for July 2021(earliest opportunity available) will see results in next premium year.	Evaluate impact in 2021-22
Children competed in School Games	Children took part in online	£0	Kept children in competitive spirit	Gave a focus to PE at a time

competitions during lockdown.	challenges both at home and in school. Designed to keep children active and be accessible no matter situations at home during lockdown.		and mindset despite being separated from other schools by Covid regulations. Children won Gold award for Martial Arts competition in Year 6 and Bronze for Fitness frenzy in Year 3.	where PE was hard to implement for remote learners. Look at utilising live lessons format like Yoga.
-------------------------------	---	--	--	--

Signed off by	
Head Teacher:	Shelly Hancock
Date:	July 2021
Subject Leader:	Adam Marks
Date:	July 2021
Governor:	Katia Major
Date:	July 2021