

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

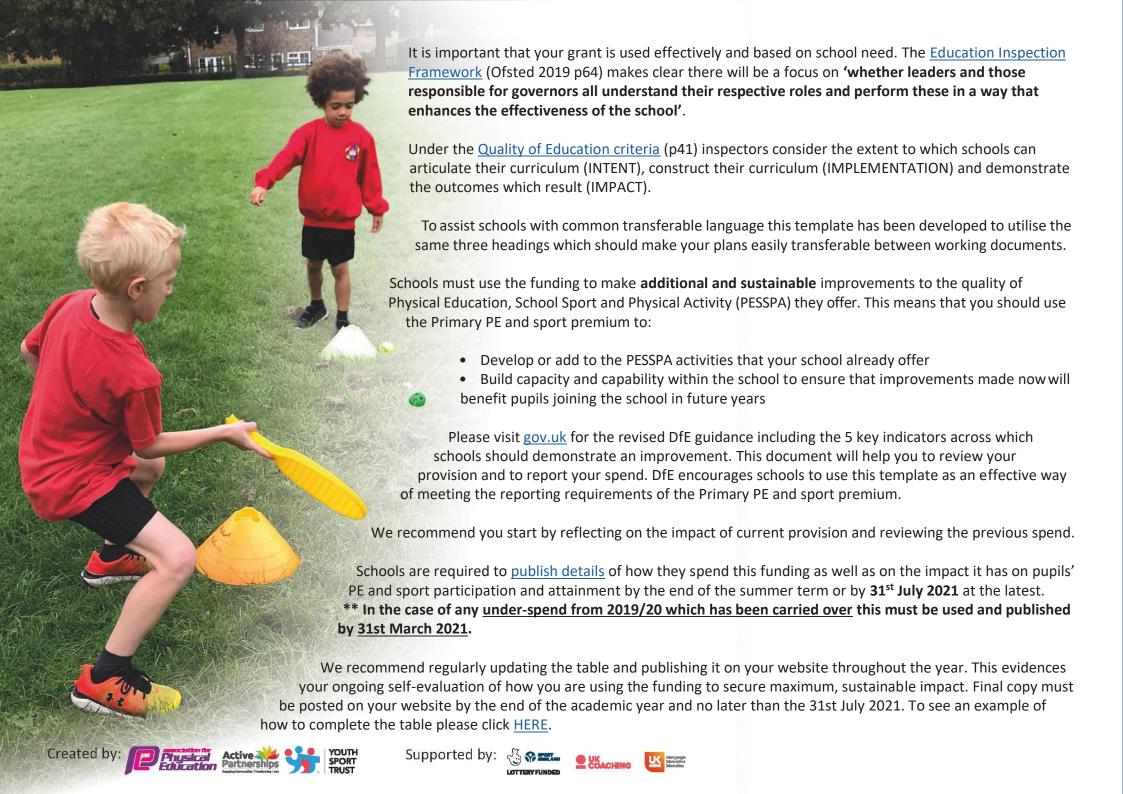


Department for Education

Created by







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: KI1 Additional festivals for KS1, KS2 and EYFS (COVID permitting). This will All students given 60 minutes of physical activity through constructive allow all students in the school to take part in competitive activity (KI lunchtimes activities and whole-school morning movement activities. 5). These festivals were planned but could not take place due to COVID-19. KI2 Trust employed PE specialise to lead subject within the school. Profile of PE raised across the school through a wide range of curricular Wider opportunities for student to take part in outdoor and opportunities and extra-curricular clubs for all students. adventurous activities/gain experiences outside of the school in areas Use of video analysis in line with whole school improvement plan. which aren't covered in the PE curriculum e.g. rock climbing, sailing **KI3** etc. CPD has been provided for all teaching staff and has improved staff confidence of delivering a range of PE activities. KI4 New PE curriculum has been rolled out, which includes a greater range of sports and activities, increasing the opportunity for students. Wide variety of extra-curricular opportunities available for all students

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

to widen their experiences.

If NO, the following section is not applicable to you



KI5

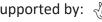




Whole-school community day to provide wider variety of activities.

Despite difficulties surrounding COVID-19 restrictions, all students in KS1 & 2

have taken part in a competitive virtual festival against other schools.









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.

Sports Premium Carry-Over

| Academic Year: September 2020 to March 2021 | Total fund carried over: £2000 | Date Updated: 26/03/2021 | | |
|--|---|-------------------------------|--|--|
| What Key indicator(s) are you going | g to focus on? | | • | Total Carry Over Funding: |
| KI1, 2 and 4. | | | | £2000 |
| Intent | Implement | tation | 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?: |
| KI1 & KI2 | Central PE staffing costs | £1500 | Trust PE staff implemented a variety of online and school based learning for students during school closures. This included live morning PE lessons every day and weekly recorded lessons. | Staff continuing to work for the trust and provide staff across the Link Academy Trust with resources, ideas and training in how to deliver high quality PE. |
| KI4 - Give students a wide range of high-quality physical activities. | Resources purchased to allow greater breadth of activities taught within the PE curriculum. | £500 | Students experience a greater number of new activities in curriculum PE and extracurricular clubs. These activities have specialised equipment which has improved the quality of student's learning. | Purchased by the school and new activities have formed part of the new school PE curriculum, which is more varied than previous years. |













| 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. | |
| | % N/A as swimming provision has been effected by COVID-19 restrictions. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % N/A as swimming provision has been effected by COVID-19 restrictions. |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % N/A as swimming provision has been effected by COVID-19 restrictions. |
| 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.

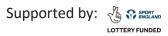
| Academic Year: 2020/21 | Total fund allocated: £16,920 | Date Updated: | 16/05/2021 | |
|---|---|-----------------------|---|---|
| | <u>all</u> pupils in regular physical activity – | | fficers guidelines recommend that | Percentage of total allocation: |
| primary school pupils undertake at le | east 30 minutes of physical activity a c | lay in school | | 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: |
| Engage all students in daily active playtimes. | Equipment has been purchased so students of all ages have access to a range of different physical activities during these times. A new Sports Leaders programme has started, with KS2 students leading activities for all students during PE lessons and play times. | £500 | All students know how to access and safely use play equipment. Sports leaders have learnt how to arrange safe activities for younger students to promote physical activity. | Yearly programme will continue to run into next academic year. Equipment purchased remains in school for active playtimes. |
| All students participate in the Golden Mile each day for additional physical activity. | Premier Sport have set up the Golden Mile programme which tracks students running distances over the school year. Classed participate each day to increase their distance and subsequently their physical activity. | No cost | · | The school has the spreadsheet which can be used each year to monitor physical activity levels. |
| Increase number of extracurricular activities available for students Created by: Physical Active Partnerships | Extra-curricular clubs are available for students after school each day. These are led by external providers as well as class teachers. YOUTH Supported by: | No cost | Significantly increased the number of students engaging in extracurricular activities. | Providers agreed for future years. |

| Key indicator 2: The profile of PESSP | A being raised across the school as a t | ool for whole sch | nool improvement | Percentage of total allocation: |
|---|---|--------------------------------|---|--|
| | | | | 38% |
| 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: |
| Specialist PE staff to raise profile of PE and school sport to drive forward improvement in the subject and whole school community. | The school has employed a specialist PE teacher. | | All students have a high-quality PE lesson from a specialist teacher. Impact of PE specialist has meant that PE is a valuable part of the curriculum and there is greater enthusiasm for the subject. Staff have access to regular CPD to improve their delivery of quality PE. | PE teacher employed on a permanent contract to continue developing staff competence. |
| Use PE as a driver for improvements in student learning. | out to give staff the tools to improve | by PE specialist – see KI3) | Higher quality learning is now taking place in PE. Link made to other curriculum subjects also used within PE lessons to develop wider student understanding. | ensure this benefit is sustained. |
| Increase sense of community through participation in PE events. | KS1 + 2 students have participated in trust-wide virtual festivals. | No cost | Increased excitement across the school and a driving focus on togetherness and success. | Additional steps: increased number of events next year post-covid-19. |
| Increase students excitement of PE lessons through specialist resources. | | KS1 + 2 = £2000 | Improved quality of PE lessons and amount of sport/physical activity taking place across the school. Improved profile of PE lessons due to the access to specialist equipment. | Equipment stored effectively in school and will be used in future years. |













| Develop PE in line with whole-school | Purchase of ICT resources to use for PE | £3000 | Going forward iPads/ICT resources | Use of technology in PE will be a |
|---|---|-------|--------------------------------------|-----------------------------------|
| improvement plan - Give students access | lessons. | | will be used in PE to give students | continual focus across the school |
| to greater ICT and video analysis | | | greater understanding of skills and | as part of the whole-school |
| opportunity to develop their learning. | | | techniques, improving their learning | improvement plan. |
| | | | in both PE and computer literacy. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: 51% | |
|---|---|------------|--|--|
| Intent | Implementation | | Impact | 31/6 |
| 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: | allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Regular professional development for all teaching staff, promoting higher quality teaching of PE. | Employed school PE teacher to deliver regular training for staff. Class teachers work with PE specialist to assess students and have regular feedback about their own delivery of PE. | | All staff have received regular CPD from PE specialist. Teaching staff are now more confident delivering the wide variety of activities included within the PE curriculum. | PE teacher employed on a permanent contract to continue developing staff competence. |
| Online teacher training tennis course. | LTA tennis course offered to all staff | | Staff have an increased subject knowledge of tennis and are equipped with the skills to deliver high quality tennis lessons. | |













| ey indicator 4: Broader experience of a range of sports and activities offered to all pupils | | Percentage of total allocation: | | |
|---|--|---------------------------------|--|--|
| | | | | 7% |
| 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: |
| Successful second year of PE curriculum. | The second year of the new PE curriculum has been a success. | No cost | Within the new PE curriculum, students enjoy a broader range of sports and physical activities – 20 different sports in total over the 2-year cycle. | Curriculum embedded within school PE planning. |
| Develop leadership opportunities for students in KS2. | Set up a new Sports Leaders Programme for KS2 students. | £200 | KS2 students have successfully began the sports leaders programme, which has had an impact on younger students across the school. This has also given KS2 students their first step towards leadership for life as well as improving your interpersonal skills, both of which will help with transition into secondary school. | |
| When restrictions allow, use specialist providers to offer students exciting activities. | Whole-school community day planned for the end of June. Activities: Rugby with Exeter Chiefs, Archery, street surfing, tennis, ultimate frisbee and cricket. | £1000 | All students took part in a range of new and exciting experiences from specialist providers. | Links made with external providers so they can offer further events like this in the future. This key indicator has been affected by covid-19. Next year, with facilities open and trips available, students will have access to additional activities. |









| Key indicator 5: Increased participation | Percentage of total allocation: | | | |
|---|---|--------------------|--|--|
| | 0 % | | | |
| 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: |
| Offer students trust-wide competitions. | Students in KS2 have competed in virtual festivals against schools within our Academy Trust: Gymnastics, frisbee, handball and athletics. | No cost | Students have enjoyed the festivals and developed their sportsmanship and teamwork through these events. | Festival dates in place for next year. Next steps: post-covid-19, students to hopefully attend face-to-face events with other schools. The usual Link Academy Trust events have been impacted hugely by Covid-19 this year, but planning is in place for next year to further improve this area. |

Total Allocation: 16,920 Total spent: 16,838

| Signed off by | | | | |
|-----------------|---|-------------------------|---------------|---------------|
| Head Teacher: | | | | |
| Date: | | | | |
| Subject Leader: | | | | |
| Date: | | | | |
| Governor: | | | | |
| Created by: | Physical Active Partnerships Partnerships | YOUTH SPORT TRUST | Supported by: | SPORT ENGLAND |





| Date: | | |
|-------|--|--|











