

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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 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. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding

Please complete the table below.

Redgate Primary Academy

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16650
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16650
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

Please report on your Swimming Data below.

<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 then 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>Unknown due to no school swimming since March 2020 due to Covid</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 2020.</p> <p>Please see note above</p>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	Yes/ 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: £16,650		Date Updated: 21/07/2021	
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: 47%
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?:	
<ul style="list-style-type: none"> Increase access to physical activity and broaden the opportunities available to all pupils. 		<ul style="list-style-type: none"> PE Specialist (0.4 fte) who can plan, deliver and advise staff about physical activity with children Rolling programme in place for PE 		£7,764	
				<ul style="list-style-type: none"> Despite the challenges faced by COVID 19, the PE specialist has had a positive effect on not only children's physical abilities but also mental health. Children are accessing high quality PE sessions, which enable them to develop their skills, and termly assessments enable new targets and learning objectives to be set to ensure children are constantly progressing. Children not only finish PE with smiles on their faces but they are also ready to learn once in the classroom 	
				<ul style="list-style-type: none"> PE Specialist to be employed 0.4fte for next academic year PE Specialist to work with Sports England to enhance the PE curriculum offer Development of wider physical skills e.g. scooting, pedalling 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				Covered in Key Indicator 1
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:
<ul style="list-style-type: none"> To promote a healthy lifestyle To develop self-confidence, resilience and self-belief in the children 	<ul style="list-style-type: none"> PE Specialist (0.4 fte) who can plan, deliver and advise staff about physical activity with children Rolling programme in place for PE Sports Day Sporting events tied in with national events e.g. penalty shootout PSHE curriculum Healthy Snacks and lunch options 	Covered in Key Indicator 1	<ul style="list-style-type: none"> See impact statement for key indicator 1 also. Physical activity has been extremely important this year as the academy recognises the clear link between movement and mental health. Children have opportunities to move throughout the day to maintain or improve their mental health, physical skills and stamina. Children have access to a healthy school meal and snack everyday. 	<ul style="list-style-type: none"> PE Specialist to be employed 0.4fte for next academic year PE Specialist to work with Sports England to enhance the PE curriculum offer Post-pandemic, evaluate the PE offer for all children and reintroduce any activities that have not been able to take place.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Covered in Key Indicator 1
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:

<ul style="list-style-type: none"> To give staff the confidence to be able to deliver an adaptive PE curriculum to their children 	<ul style="list-style-type: none"> PE Specialist to work with staff in person and remotely to support staff with PE delivery for all children in their class. PE and sport activities regularly timetabled to further increase the confidence, knowledge and skills 	Covered in Key Indicator 1	<ul style="list-style-type: none"> Staff have benefited from working with the PE specialist albeit in challenging circumstances. They have been provided with planning to enable them to deliver PE within their classroom. 	<ul style="list-style-type: none"> PE Specialist to be employed 0.4fte for next academic year PE Specialist to work with Sports England to enhance the PE curriculum offer and in turn offer training to staff Post-pandemic, evaluate the PE offer for all children and the ability of staff to deliver this to their class.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 53%

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:
<ul style="list-style-type: none"> To have the specialist equipment to support the delivery of physical movement and PE for children with SEND 	<ul style="list-style-type: none"> Trim Trail adventure equipment (partial funding through SP) Equipment for classes which gives proprioceptive input to enable sensory circuits 	£8,886	<ul style="list-style-type: none"> Trim Trail to installed 08/21, there has been a delay to the order due to the pandemic Children have been able to access equipment which gives proprioceptive input, which in turn increases engagement to learning and gives the children daily physical activity 	<ul style="list-style-type: none"> Evaluate the impact of the Trim Trail once installed Sensory Circuits led by specialist OT once academy risk assessment allows PE Specialist to investigate PE and sports providers who can meet the needs of children with SEND

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Covered in Key Indicator 1
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:
<ul style="list-style-type: none"> To develop confidence, resilience and self-belief To develop social and teamwork skills 	<ul style="list-style-type: none"> PE Specialist Class PE and sports sessions Sports Day Events linked to sporting events – penalty shootout 	Covered in Key Indicator 1	<ul style="list-style-type: none"> Children have been able to take part in sporting events with their peers within their bubble. Children have engaged and shown enjoyment of competitive sports/games and have developed resilience around not always winning 	<ul style="list-style-type: none"> PE specialist to investigate appropriate external sports events (both within and outside the trust)

Signed off by	
Head Teacher:	 Courtney Hoop
Date:	21.07.2021
Head of Academy:	 Claire Gouthwaite
Date:	21.07.2021
Governor:	<i>Awaiting committee approval</i>
Date:	