

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](https://www.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 **31st 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"> Offering two PE lessons, from a broad and varied curriculum, to all pupils from FS1 to Year 6 each week. One delivered by a sports coach and one delivered by the class teacher. Through lockdown Sigglesythorne explored opportunities to provide an extra-curricular programme to its pupils and encourage children to be active through activities such as yoga. Sigglesythorne has offered new sporting experiences for children such as an expert in golf and dance. Getting the sports club up and running efficiently after lockdowns to allow children to take part in competitive sports and be active. Encouraging children to be active during lessons through enhanced provision and creative teaching. 	<ul style="list-style-type: none"> Continue to build upon club links and look at alternative clubs to inspire all children. Continue to increase children's physical activity during a school day by identifying fun and engaging activities. These activities will then be embedded daily into a school day. Continue to look at alternative ways to keep children active through outdoor learning. More targeted clubs at lunchtimes to allow children to develop leadership skills. To successfully promote the school sports partnership to all children. To encourage as many children to take part in a range of sports.

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 £4733

+ Total amount for this academic year 2020/2021 £16,360

= Total to be spent by 31st July 2021 £21,093


<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>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>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 2021.</p> <p>Please see note above.</p>	66%
<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>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	No

<ul style="list-style-type: none"> Engage less active pupils. 	<ul style="list-style-type: none"> Children involved in the selection process of the equipment. To select equipment that they would like to use. 	£1043	<ul style="list-style-type: none"> More children engage with active resources and collaborative play. 	<ul style="list-style-type: none"> Look at ways to further support those children who are less active through a more varied range of resources and opportunities to clubs.
<ul style="list-style-type: none"> To encourage children to become more active and engaged during lessons. 	<ul style="list-style-type: none"> New equipment to support the engagement of children during lessons. 	£234	<ul style="list-style-type: none"> Children are using large balls to promote good posture. Showing that children are more comfortable and active during lessons.  <ul style="list-style-type: none"> Large maths equipment is enabling children to consolidate learning during free play in an active and fun way. 	<ul style="list-style-type: none"> Continue to explore ways for children to become more active in lessons.

<ul style="list-style-type: none"> To make the environment safe for children to be active each day. Repair to the trim trail. 	<ul style="list-style-type: none"> The purchase of a leaf blower /salt spreader to allow staff to quickly and efficiently make the playground safe for children to be active. Essential repairs to the trim trail to allow children to use the full course. 	<ul style="list-style-type: none"> £144 £1015 	<ul style="list-style-type: none"> The playground is cleared and ready to use enable children to become active much quicker. Supporting those children who enjoy to be active whilst also working independently and setting personal challenge. 	<ul style="list-style-type: none"> Continue to monitor. Monitor the usage.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24%
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"> All children invited to share their own personal achievements from outside clubs with school. 	<ul style="list-style-type: none"> In house celebrations for children taking part in clubs outside of school. These are then shared upon our sports board and the variety of online channels such as see-saw. 	n/a	<ul style="list-style-type: none"> Pupils have confidence in sharing their successful outcomes with their peers. 	<ul style="list-style-type: none"> To continue to explore ways of celebrating the success of individual children. Promote the competitions so that all children can become involved with the SSP.
<ul style="list-style-type: none"> Opportunities to take part in more sports with other schools. 	<ul style="list-style-type: none"> Paid into the local school sports partnership for the next academic year to enable the children to take part in competitions against other schools. 	£3250	<ul style="list-style-type: none"> Aiming for children to have an increased confidence in the sports offered. 	<ul style="list-style-type: none"> Monitor the participations of children across the school.


<ul style="list-style-type: none"> School admin support. 	<ul style="list-style-type: none"> To ensure that children are aware of activities available including informing parents/carers. 	£700	<ul style="list-style-type: none"> A higher percentage of child involvement. 	<ul style="list-style-type: none"> Explore ways to ensure all children have the opportunity to take part in extracurricular sports.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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 engage with the EBOR sports lead. 	<ul style="list-style-type: none"> To provide CPD and collaborative leadership opportunities for the PE leader to enhance extracurricular and in-house sport and competition. Access to planning and training through the provision of a new PE curriculum. 	£462	<ul style="list-style-type: none"> A broader range of opportunities for different sports. Enhanced provision 	<ul style="list-style-type: none"> Continue to liaise with the academy specialist to ensure consistency across the school.
<ul style="list-style-type: none"> CPD through the school sports partnership. 	<ul style="list-style-type: none"> To attend and make use of the upcoming CPD offered as part of the SSP. 	£100	<ul style="list-style-type: none"> To give staff confidence in areas they feel that they require support to give children an improved PE curriculum. 	<ul style="list-style-type: none"> Monitor over the academic year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%

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>Additional achievements:</p> <ul style="list-style-type: none"> Sports club exploring a range of different sports. Links provided to attend outside school clubs to further trial out these sports. 	<ul style="list-style-type: none"> Children have the opportunity to explore a range of sports and games through a professional sports coach. 	£1140 (only two terms £840)	<p>Images in here plus 31% of children that have taken part. Limited numbers since Covid19 to 14 participants.</p> 	<ul style="list-style-type: none"> Continue to explore a range of sports and encourage children to take part in clubs outside of school by providing links and information.
<ul style="list-style-type: none"> External coaches. 	<ul style="list-style-type: none"> External coaches provide expertise on sports that children may not have the opportunity to try for themselves. For example golf and cricket. 	£90 cost of coach	<p>100% of children</p> <p>Quote from a child about the golf.</p> <p>The children enjoyed the session, "learnt a new skill", "it was fun". They learnt how to stand correctly and how to hold the club. They found it a really positive experience and wanted to play more golf out of school.</p>	<ul style="list-style-type: none"> Explore other local professionals to come in and provided coaching sessions.

				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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"> Sports club ran by a sports coach. Teaching the children skills to build confidence to take part in competitive sport. 	<ul style="list-style-type: none"> In house competitions are held to teach children how to play fair and have a good sporting attitude to competitions. 	£1140 (£840)	<p>Quotes from participants</p> <ul style="list-style-type: none"> they learn a new skill every week it gives them more physical exercise they learn invasion games and tacts currently have been learning ‘catch and flag’ quote about the coach “fun and adapts the games/skills to each activity <p>The children were asked if there were any sports they would like to have covered at ASC:-</p> <ul style="list-style-type: none"> kickboxing football - skills and practice 	<ul style="list-style-type: none"> Paying into the local SSP to allow children to compete against other schools.

				
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Subject Leader:	<i>Katrina Wrightson</i>
Date:	19/7/2021
Governor:	<i>Helen Freeborn</i>
Date:	19/7/2021