

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:

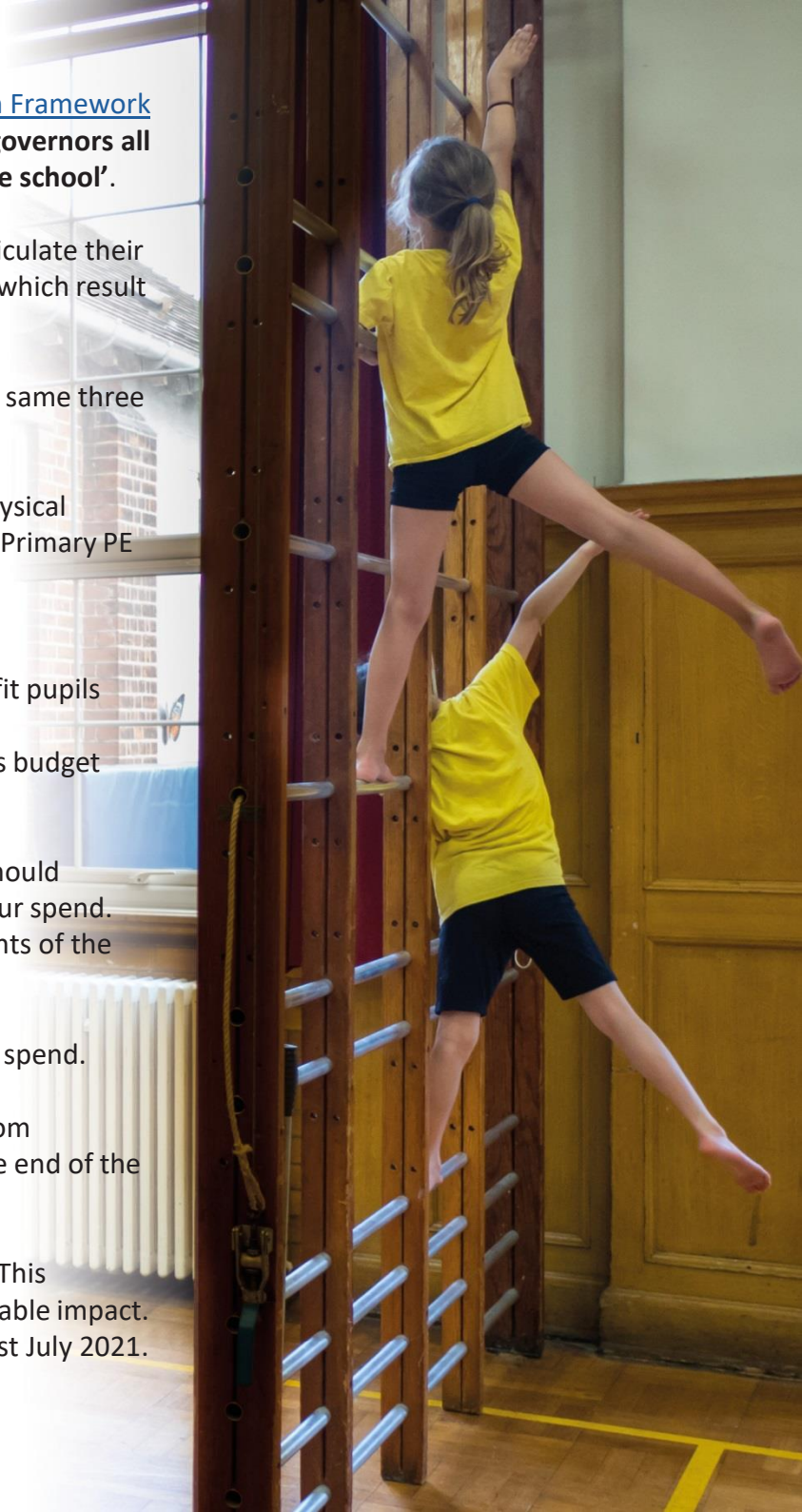
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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:
<ol style="list-style-type: none"> 1. Active member of Points Network. 2. Modeshift Bronze award achieved. 3. Attended every X-country fixture during the season with record number of pupils attending. 4. Record number of gymnastic teams entering competitions (43 pupils from 5 pupils 2 years ago) 5. CPD for in-house TA to develop gymnastics 6. Increase in the variety of sports offered e.g. Tri-golf, basketball, football, cricket, gymnastics 7. Bike-it Breakfast takes place 3 times a year – on the last event there were over 100 pupils and parent / carers attending (Bike-it, Scoot-it, Walk-it) 8. Dr Bike takes place at least twice a year. 9. PE coordinator is actively involved in SFSS, SGO and Points Learning Network events and competitions. 10. A sports leaders' programme (Year 5) is established within school and this will be continued into the next academic year. 11. Sports after-school clubs take place every week with dedicated sports specialist. A wider range of sports has been offered. 12. The school has taken part in Sheffield Swim Gala, achieving bronze and then silver last year. 13. The school took part in the Virtual Network Games during lockdown, winning several "podium" places, involving pupils, staff and the community. 14. The school won an award for participation in the Virtual Network Games and for efforts to keep the children and the community active during lockdown. 15. The school took part in the Virtual Sheffield School Sports Day during lockdown, achieving places city-wide on the podium. 16. A lunchtime activity programme has been established to support SEN / PP / vulnerable children across all year groups to increase confidence and accessibility to PE 17. Engagement in active "Home Learning" during periods of lockdown this year. 18. Wide variety of sporting opportunities available in curriculum time (subject to covid restrictions) 	<ol style="list-style-type: none"> 1. Further improvement in the quality of teaching and learning from ALL staff. 2. Increased opportunities for all children to be more active during the school day. 3. Development of school playgrounds in order to enable KI 3. 4. Greater percentage of children meeting the required national curriculum expectations for swimming.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020	£..7820.16
+ Total amount for this academic year 2020/2021	£..17.780.00
= Total to be spent by 31st July 2021	£...£7837.94

<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>	62%
<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>	62%
<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>	Yes, but planned for Sep 2021 after lockdown restrictions

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:		
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?:	Sustainability and suggested next steps:
<p>To increase the amount of activity that each child in school engages with every day to achieve 60 minutes of activity per day.</p> <p>Encourage greater levels of participation in the school yard during play and lunchtimes by re-structuring and marking out yard to direct different activities in certain zones.</p> <p>Provide adequate equipment to ensure that children are inspired and stimulated to use the designated areas effectively.</p>	<ul style="list-style-type: none"> Create opportunities for all children with active playtimes and lunchtimes. Ensure children are aware of the different activities available. Purchase adequate equipment and ensure it is available to enable activity to take place and remove barriers to participation. 	<p>Rich Mills for Tuesday PM, Weds 2 sessions, Tues after-school club and lunchtime clubs</p> <p>£7000</p> <p>Equipment replenished and updated Playground and Equipment Costs</p> <p>£2000</p>	<ul style="list-style-type: none"> Designated areas in the yard give all children a safe space in which to be physically active. More children are active in the yard and are engaged in more rigorous activity across the school for longer periods. Implementation of designated areas and timetables at play and lunch with a range of things for children to play encourages greater participation. The provision of suitable and adequate amounts of equipment has ensured that everyone is engaging in the yard with physical activity. The provision of good quality equipment has been a motivational tool for 	<ul style="list-style-type: none"> Research storage for yard to resolve equipment storage issues. Send out questionnaire to community regarding how to make changes in the yard. How can we be as active during the wetter months? HIIT sessions to be trialled at lunchtimes for different year groups / groups of children. Training for lunchtime supervisors and for teaching staff supervising at playtimes. Continue to evaluate the offer of after school clubs available to all children

<p>Develop Sports Leaders to support engagement in the yard.</p>	<ul style="list-style-type: none"> • Use of Y5 crew on playgrounds to be trained and supported by Rich Mills (PE Specialist). Playground leader training to be delivered from Points Network. • Maintain the amount of after school clubs on offer pre-lockdown • The yard has been marked out to designate different playing zones and to encourage different activities to be played in specific areas. • Equipment has been provided to facilitate the play in certain areas and to encourage greater levels of physical activity. 		<p>pupils.</p> <ul style="list-style-type: none"> • Year 5 pupils were trained as Junior Sports Leaders and act as facilitators in the yard at lunchtime and playtimes to engage • Children are sitting for less time in class with the use of brain breaks. A variety of after school sports club opportunities are provided for each class in school. 	<p>across school throughout the year</p>
<p>Participate in the Points and Sheffield Skipathon.</p>	<ul style="list-style-type: none"> • During the Autumn 2020 100% of children at Meerbrook Bank took part in the Skipathon. Teachers used the videos provided to build up skills and content over the course of a few weeks. Skipping ropes were made accessible to children and all children were able to take part. Children self-isolating were also encouraged to 		<ul style="list-style-type: none"> • The levels of children’s skill and coordination in skipping was built up over a short space of time. Pupils tried new challenges and progressed to new ones when initial ones had been accomplished. This also has implications for fitness levels. • All pupils improved their level of skipping skill throughout the Skipathon period. 	

Engage with 'Beat the Street'.	<p>engage at home.</p> <ul style="list-style-type: none"> The Sheffield initiative 'Beat the Street' was introduced to all children in lessons and/or assembly to provide information as to how the children could engage. Fobs were provided and children and families encouraged to take part. 		<ul style="list-style-type: none"> Children gained an insight into the level of cardiovascular fitness required to undertake an activity such as skipping. Some children continued to practice at home and in the yard. 210 fobs were allocated and 175 were used equating to 83.3% usage rate. Meersbrook Bank was ranked in the top ten for the % of fobs used by its children. This encouraged children and their families to explore the local area and get active doing so. 	
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	
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>To raise the profile of PE and school sport across the whole school community.</p>	<p>Increase the number of opportunities available for children of all ages and abilities to represent school in a variety of inter-school competitions as well as after school club opportunities.</p> <p>The staff member running the gym club completed a 'Case Study' for the Sheffield PESSPA project identifying how she had successfully set up a thriving school gym club from scratch.</p> <p>Have a dedicated sports section on the new website to promote sporting opportunities in school and in the wider school community.</p>		<ul style="list-style-type: none"> • Competitions were mostly not possible due to COVID. • Children are keen to take part in PE lessons and after-school clubs with a view to representing school. Take up at after-school clubs is high. • Behaviour at after-school clubs is good. There is a "buzz" of excitement about the school's participations and achievement in city competitions. Parents and the wider community are better informed and more engaged in the successes that PE and sport is bringing to the school. • Raised the profile of the gym club within school and the member of staff running it. Enabled the gym club to buy a new piece of gym equipment as the school received £100 for the case study. 	<p>Work on this area for 2021/2022 as pandemic allows.</p> <p>Keep records of number of children attending various events to establish baseline.</p> <p>Maintain and where possible increase the number of opportunities open to all children.</p> <p>Continue to promote the school sport ethos with team / club places being secured based on a child's attendance, attitude and effort, not just their ability.</p> <p>Continue to evaluate the offer of after-school club places to all children and families throughout the school.</p> <p>Continue to support the gymnastics club.</p> <p>Begin to share information on the school's website.</p>
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<p>Retain Membership of Points Learning Network.</p>	<p>Have a "Sports Report" on the newsletter. Participate in city-wide "Move More" events and Change for Life festivals</p> <p>Join PLN for this academic year and continue to take part in events, CPD and any competitions that are offered.</p>	<p>£1000</p>	<ul style="list-style-type: none"> Being part of PLN enable the PE lead to access up to date information regarding the changing picture of PESSPA, attend CPD and other city-wide events and ensure that any new guidelines with regards to the pandemic or other PESSPA-related issues are at the forefront of the PE lead's work. 	<p>Maintain membership of PLN.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To increase the confidence, subject knowledge and ability to deliver high quality lessons from all teaching staff</p>	<p>Identify NQT, RQT and teachers who require input / taining to attend Points CPD sessions.</p> <p>Teachers to work alongside specialist PE teacher to improve the confidence at delivering specific parts or all of the</p>	<p>Points Membership Coach Support</p>	<ul style="list-style-type: none"> Staff sign-posed to deliver available during the year. All staff given opportunity to access Sheffield PESSPA virtual sessions covering a range of different PE and Sport-related areas. Working alongside PE specialist allows teachers to develop their subject 	<p>Continue to signpost staff to key training opportunities.</p> <p>Carry out annual staff audit to ascertain the areas that peopled feel they need more assistance with. Respond to staff needs as indicated by questionnaire.</p>

	lessons.		<p>knowledge in different areas of the curriculum.</p> <ul style="list-style-type: none"> It allows teachers to see their class taught in their space so that they can see how the delivery can work for different groups and varied activities. 	
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>To offer a range of sports and activities to all children throughout the year both in the curriculum and out of hours.</p> <p>Additional achievements:</p>	<p>Many activities still continued within lessons when permitted by the restrictions.</p> <p>Some activities had to be modified to allow for sufficient equipment to be available across the year groups and bubbles.</p> <p>Out of hours clubs also had be adjusted to allow for safe practice to occur.</p>		<ul style="list-style-type: none"> Curriculum activities provided a good range, despite the restrictions. Expansion of activities was limited due to reduction of sharing equipment etc. Some new activities such as the Skipathon and Beat The Street did allow for a variation in previous learning, but breadth of activity was limited by the pandemic. 	Try to expand on the range of activities offered post-pandemic.

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:
To provide a good range of varied competition to a range of pupils within the school.	<ol style="list-style-type: none"> 1. Enter SFSS competitions 2. Enter Points Competitions and festivals 3. Enter School games Competitions 4. Engage with virtual events 5. Host a school Sports Day 		<ul style="list-style-type: none"> Most SFSS competitions did not take place due to Covid-19. Most Points Competitions were held virtually due to Covid-19. Engagement in the Skipathon (100%) and the Beat The Streets event (83.3%) provided children 	Maintain an overview of which children are able to take part in competition and try to increase opportunity year on year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Clare Tierney
Date:	July 2021
Governor:	
Date:	