

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"> • Beat the Street challenge – total points – Rushey Mead Primary School – currently 9th (03.07.21) • SSPAN basketball challenge – year 5 – 3rd • SSPAN basketball challenge – year 5 – 11th • SSPAN Move it March – individual result – a year 5 boy – 1st • SPAAN skipping challenge - overall participation results – 4th • SSPAN skipping challenge – overall home entries – 4th • SSPAN Boccia challenge - overall home winners – 1st • SSPAN football challenge 4 – year 3/4 girls – 6th • SSPAN football challenge 4 – year 3/4 boys – 6th • SSPAN football challenge 4 – year 5/6 girls – 3rd • SSPAN football challenge 4 – year 3/4 girls – 5th • SSPAN football accuracy challenge 3 – year 3/4 girls – 1st • SSPAN football accuracy challenge 3 – year 3/4 boys – 2nd • SSPAN football accuracy challenge 3 – year 5/6 girls – 3rd • SSPAN football accuracy challenge 3 – year 5/6 boys – 8th • SSPAN football speed dribble challenge 2 – year 5/6 girls – 13th • SSPAN football speed dribble challenge 2 – year 5/6 boys – 1st • SSPAN football challenge 1 – year 3/4 girls – 7th <p>KI 1/4 - Hundreds of children have taken part in each SSPAN virtual challenge.</p> <p>KI 3 - Introduction of new planning and progression documents.</p>	<p>KI 3- To build on new planning and progression documents given to staff through CPD and team teaching.</p> <p>KI 1 – To promote and encourage more active breaks.</p> <p>KI 2 – To further raise the profile of PESSPA within the school community using the school website, twitter account, emails, letters and children & parent sporting events.</p> <p>KI 1 – To focus further on engaging children who are reluctant to take part in physical activity</p> <p>To return to swimming and ensure quality teaching and assessment.</p> <p>Further work needed on PE assessment.</p>

KI 2 - Y5 and Y6 children have been given opportunities to lead and teach a variety of sporting activities.

KI 2 - The profile of PESSPA has been raised across the school due to the SSPAN virtual challenges and celebrating success.

KI 1 – The school has purchased equipment that has allowed the children to take part in a variety of sports and virtual challenges.

KI 5 – Children have been able to partake in a range of competitive sporting festivals and events.

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 £6777.95

+ Total amount for this academic year 2020/2021 £20,960

= Total to be spent by 31st July 2021 £27,737.95

<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>	0%
<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>	7%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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: £27,737.95		Date Updated: 04.07.21	
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:
					82%
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?:
To provide children with more opportunities to compete in regular physical activity and competitive sport.	To build an all-weather track, so that pupil activity is not limited by the weather or space, for children to use during the Daily Mile, lessons breaks and Sports Day.		£22,872.57	The building of an all-weather track is due to begin at the start of the next academic year.	
	The children will record how they travel to school on Travel Tracker to encourage them to actively travel to school.		n/a	The children have been recording how they travel to school on Travel Tracker and are rewarded with badges, if they travel actively enough times within a month. This has encouraged some children to travel actively to school.	
	The school is has taken part in SSPAN virtual challenges and the Beat the Street challenge.		n/a	Children from KS1-KS2 have taken part in numerous virtual challenges with hundreds of children taking part each time.	
				Track will be maintained to ensure longevity.	
				To continue to use travel tracker and to encourage the children to travel actively to school.	
				The ideas and resources provided to take part in these virtual challenges could be used again by the school to organise	

			<p>Children were more active at break times as they took part in the challenges and sought to improve their scores.</p> <p>Beat the Street has encouraged children to be more active outside of school. Children and parents have shown a real interest, which has resulted in families doing more active travel outside of school. Currently the school is placed 9th (total points) in the Leicester leader boards.</p>	<p>and lead its own virtual challenges.</p> <p>We will continue with the Beat the Street' next year.</p> <p>The school will be looking to install similar stations used for Beat the Street on school premises if affordable. This will provide a sustainable option to encouraging and promoting exercise during the Daily Dash.</p>
	KS1 and KS2 have taken part in a Daily Dash around the playground.	n/a	<p>Some pupils are receiving an extra 15-20 minutes of exercise a day. Covid regulations, space and the weather has hindered the success of the Daily Dash this year and has prevented as many children taking part as in previous years.</p>	<p>The school is to invest in a multi-weather sports track to enable children from across the school to take part in the Daily Dash without being hindered by the weather and space.</p> <p>The track will be maintained to ensure longevity and be used by children attending the school for different purposes.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4%
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 raise the profile of sport across the school and to highlight its importance.	To host multiple Sports Days to raise and maintain the profile of PE throughout school.	n/a	The school hosted five Sports Days so that all children across the school had the opportunity to take part in a Sports Day. Children enjoyed their Sports Days and have expressed excitement for future ones. Also, some children have expressed an interest in taking part in future clubs and festivals because they enjoyed some of the sports that day.	Continue with Sports Days next year.
To celebrate the achievements of those taking part in sport and to ensure that the whole school is aware of the importance of PE.	<p>The pupils to have their sporting achievements shared and recognised.</p> <p>To share the pupil's sporting achievements and experiences in assemblies, on the school's website or Twitter account.</p>	n/a	<p>Children have received trophies and medals for taking part in virtual challenges and Sports Days.</p> <p>The children enjoy having their achievements recognised and celebrated.</p> <p>The rewarding of trophies/medals and the sharing of achievements and experiences on the school's Twitter account has helped raised the profile of</p>	<p>Continue sharing and celebrating pupil's sporting experiences and achievements.</p> <p>Return to celebrating pupil's sporting experiences and achievements in assemblies when Covid regulations allow it.</p>

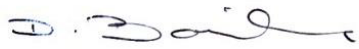

<p>To ensure that PE/sport is visible around school.</p>	<p>To sign up to SSPAN so that children have access to virtual challenges/festivals across Leicester.</p> <p>Children to lead sporting activities around school.</p> <p>To have a PE display which will help the children be aware of the current sporting events happening across the school.</p>	<p>£1000</p>	<p>sport across and school and make more children and parents aware of the opportunities available.</p> <p>Year 5/6 Sports Ambassadors have led the SSPAN virtual challenge activities. They have proven popular with the children and, as a result, pupils have been more active at break times. These activities, along with the presence of sport staff and the PE notice board, has led to sport be more visibly present during breaks and school.</p>	<p>For the Year 5/6 Sports Ambassadors to take a more active role across the school, working with children from more year groups - when Covid regulations allow.</p> <p>Year 5/6 children Sports Ambassadors to continue leading activities at break.</p>
--	--	--------------	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.5%
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:
For all staff involved in swimming to have the relevant training.	Staff have received swimming inductions and wet and dry tests.	n/a	Staff involved in swimming to have completed an induction and the dry and wet test if required. Due to Covid regulations, we unfortunately were not able to go swimming this academic year.	To continue with the training so that we are able to go swimming next academic year if Covid regulations permit.
To build staff knowledge and confidence in delivering PE lessons. To make cross curriculum links with other subjects.	The school has purchased an annual membership to Funky Feet Music.	£100	Staff to have resources available which allow them to teach PE lessons which have cross curriculum links with music. Children enjoy the lessons but singing has been restricted due to Covid regulations.	Where possible, replicate resources in EYFS and Nursery teaching so the school is not reliant on annual membership. To make more cross curriculum links with other subjects.
To provide support to staff to help improve teaching and pupil progression within PE.	New planning and progression documents have been shared with staff.	n/a	Staff have used planning and progression documents when teaching.	Provide further CPD around planning and progression documents. To better monitor impact of planning and progression documents.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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 children with further opportunities to explore and participate in a variety of sports.	<p>To purchase PE equipment that can be used in lessons, at break times and for virtual challenges/festivals.</p> <p>The school has purchased:</p> <p> Footballs Table tennis tables x2 Cones x 2 Exercise/yoga mats 2 basketball nets Soft balls Skipping ropes Foam Javelins Badminton Rackets Shuttlecocks Basketballs(size 3&5) Howlers </p>	2517.24	<p>Children have experienced a wide range of sports. They have enjoyed trying new sports and have expressed interest in joining clubs.</p> <p>We have also used the equipment during virtual challenges/festivals, break times and Sports Days. Having more equipment has allowed more children to take part and, as a result, has increased activity levels this year.</p>	<p>The equipment will be able to be used for many years to come if it is maintained and properly looked after.</p> <p>To maintain and look after the equipment.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.5%
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:
To provide children with the opportunity to take part in competitive sport.	The school will compete at a variety of tournaments through the Soar Valley Primary Sports Programme, SSPAN membership and local leagues.	£650.00	<p>Unfortunately, due to Covid regulations, pupils were not able to take part in any face to face competitions/festivals. However, the children took part in multiple virtual challenges where they competed with schools across Leicester.</p> <p>The children really enjoyed the virtual challenges and the competitive aspect of them. We saw increased activity levels during break times as children took part in the various challenges.</p> <p>Hundreds of children from the school took part in each challenge. The school regularly placed in the top 10 for different age groups across Leicester and won on a few occasions.</p>	<p>To continue with SSPAN membership for another year.</p> <p>To lead similar challenges throughout school as a PE staff.</p>
To provide the pupils with the equipment needed to take part in competitive sport.	<p>To purchase PE equipment which can be used for competitive sport</p> <p>The school has purchased:</p>	£598.14	The children have used the purchased equipment during Sports Days, virtual competitions and lessons. The children have	To maintain and look after the equipment so that it can be used for many years to come.

	Table tennis balls x2 Tennis nets Skipping ropes Hula Hoop Sets x 2 Tennis balls Corner Pole Goal Post Hooks PK12 Quick Clips Pack 80 Egg and Spoon kits Medium and Large Hessian sacks		gained confidence taking part in competitive sport and have enjoyed the experience.	
--	--	--	---	--

Signed off by Headteacher (Debra Bailey) and Chair of Governors (Sue Welford)	
Head Teacher:	
Date:	09/07/2021
Subject Leader:	Benjamin Rogers
Date:	05/07/2021
Governor:	
Date:	09/07/2021