

# 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:

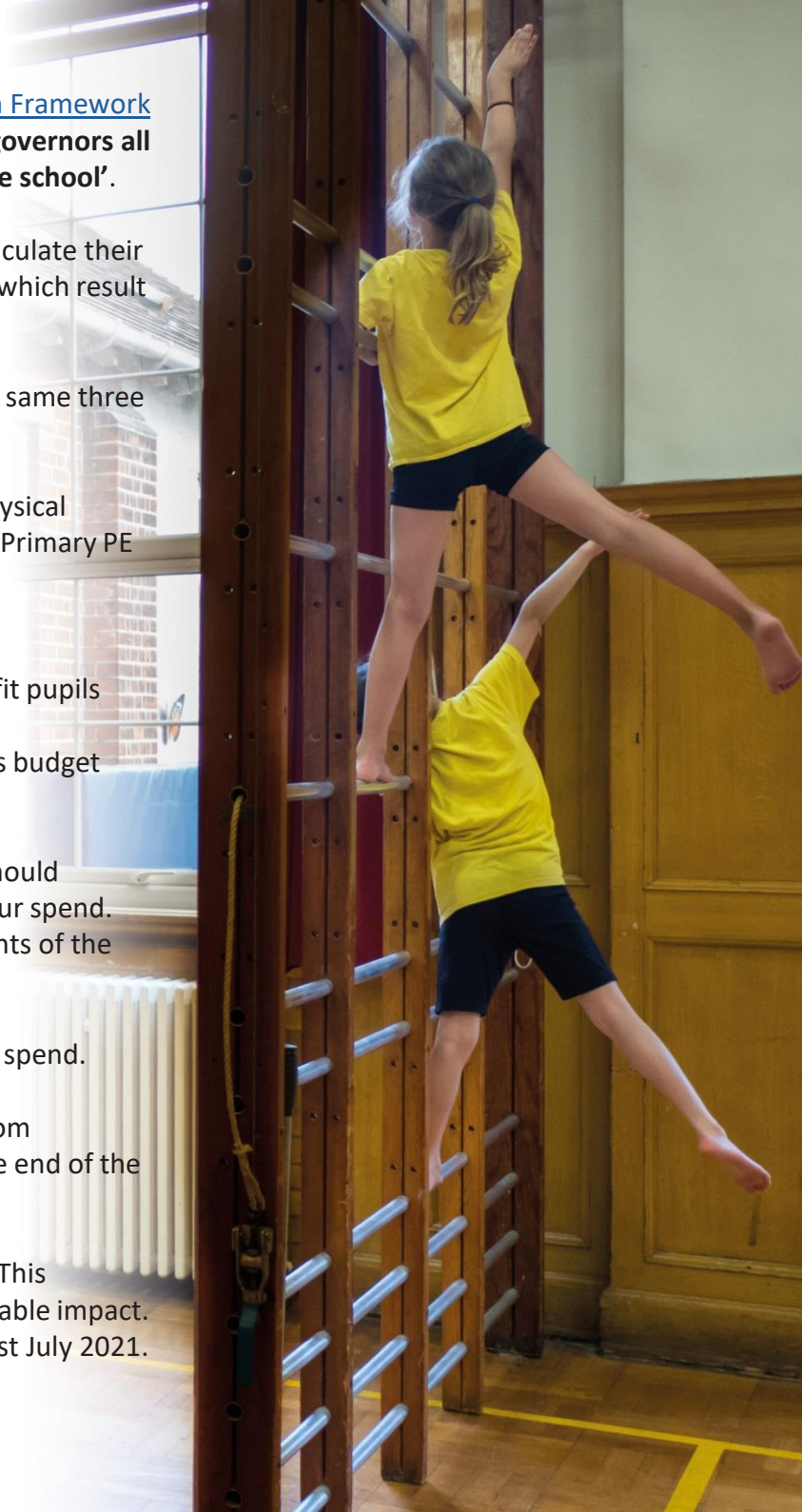
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](http://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 **31<sup>st</sup> 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"> <li>• 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:               <ul style="list-style-type: none"> <li>- Engagement in virtual events – Worcestershire Virtual School Games (Summer and Autumn terms 2020). This has been recognised with specific awards.</li> <li>- During the first lockdown in the Spring/Summer terms of 2020 pupils had online access to a wide range of live practical PE sessions via the school’s YouTube channel and Twitter page. This provided additional opportunities for pupils to engage in regular physical activity as well as having a positive impact on physical and mental health.</li> </ul> </li> <li>• 2: The profile of PESSPA being raised across the school as a tool for whole school improvement:               <ul style="list-style-type: none"> <li>- Applying and completing application for Association for Physical Education (AfPE) Quality Mark: First time application which resulted in the school being awarded the AfPE quality mark with distinction. This was a rigorous self-evaluation tool which highlighted areas of strength and development points for the next three years leading up to the next re-evaluation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>- Adaptation and development of 2021-22 timetable to include a 30 minute physical activity slot for all pupils regardless of whether class groups have core Physical Education (PE) or Physical Development (PD) on the same day. The investment in a new outdoor gym equipment area will help in establishing this.</li> </ul> </li> <li>• 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport:               <ul style="list-style-type: none"> <li>- To further enhance and develop staff’s subject knowledge in PE and PD. The purchase of the ‘Complete PE’ online resource tool has helped in providing a more in-depth curriculum. The intention has been for staff to attend various PE and Swimming related training courses however this has been disrupted due to Covid-19.</li> <li>- Enrol staff on to the following courses during the 2021-22 academic year:                   <ol style="list-style-type: none"> <li>1. YST Leading High Quality Teaching and Learning in PE across the School;</li> <li>2. SEQ Level 1 Swimming Assistant (Teaching) Qualification.</li> </ol> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• 4: Broader experience of a range of sports and activities offered to all pupils: <ul style="list-style-type: none"> <li>- Participation in the Worcestershire Virtual School Games where new experiences and activities have been undertaken by pupils.</li> </ul> </li> <li>• 5: Increased participation in competitive sport: <ul style="list-style-type: none"> <li>- As above in relation to competitive participation in the Worcestershire Virtual School Games.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 4: Broader experience of a range of sports and activities offered to all pupils: <ul style="list-style-type: none"> <li>- When Covid-19 restrictions are fully lifted, re-commence a School Games calendar of events which will expose pupils to a wide range of experiences and different sporting activities and events. This will result in improved social output and attainment in PE.</li> </ul> </li> <li>• 5: Increased participation in competitive sport: <ul style="list-style-type: none"> <li>- When Covid-19 restrictions are fully lifted, identify a new 'sporting excellence' group who will attend and compete in School Games events. This will be in line with Pitcheroak School applying for the School Games Mark (silver award).</li> </ul> </li> </ul>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?NO

Delete as applicable

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

<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><b>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.</b></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><b>N.B.</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>	<p>Please see below for additional information relating to the context of Pitcheroak School.</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>-</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>-</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p> <div data-bbox="125 991 1547 1259" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Pitcheroak School is a Special Educational Needs and Disability (SEND) school that specialises in pupils who have a diagnosis of Autism Spectrum Disorder (ASD), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD). Pupils in Early Years Foundation Stage (EYFS) and Key Stage 2 attend a weekly swimming lesson bi-termly. The focus of these lessons is on pupil development in relation to water confidence, independent manoeuvring around the pool and, where possible, stroke proficiency. Each pupil is currently working from the STA International Learn to Swim Programme ranging from levels 1 to 4 (STANley award).</p> </div>	<p>Yes. Two members of staff have shown an interest in developing their swimming teaching credentials and have agreed to undertake an ASA level 1 assistant swimming teacher qualification. The qualification was due to take place in March 2020 however was postponed due to the Covid-19 pandemic and no further courses have since been outlined. This is an ongoing commitment of the school following 6 teachers completing the same course during the 2016-17 academic year.</p>

## 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:		
<b>Key indicator 1:</b> 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: 31.6% (£5,141.57)	
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 appropriate physical activity equipment for EYFS and KS2 classroom and outdoor areas.	The new classroom will be provided with needs-led equipment for CLDD pupils within EYFS, KS1 and KS2 departments. Resources will enable pupils to develop their fine and gross motor skills as well as wider physical development skills.	£5,141.57	Pupils have benefited from new and tailored equipment to meet the needs of the EY's, KS1 and KS2 cohorts. Pupils to improve their physical development skills through interacting and playing with the new equipment – this will be reflected in SOLAR data and input. It will also provide more focused play and engagement during unstructured times.	Continue to adapt to the needs of all pupils by purchasing bespoke and ability appropriate equipment.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 58.9% (£9,595.00)	
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:
The re-newel of the Association for Physical Education annual membership (2020-21) which will provide pupils with up to date resources in relation to their core PE/PD curriculum.	The AfPE membership will be renewed to enable staff and pupils alike to benefit from a range of resources and guidance. This is particularly poignant as an increase in non-specialist PE staff will be delivering curriculum content this year. This membership will also prove invaluable as the school applies for the AfPE Quality Mark.	£95.00	Pupils and staff have benefited from a range of updated resources and guidance. The school has also become apart of the subject community – developing effective links with partner schools in relation to Physical Education (e.g. Chadsgrove). Continued membership has enabled the school to apply and achieve the AfPE Quality Mark to distinction standard.	Continued annual membership with the AfPE to stay up to date with relevant guidance, resources and updates. Continue to work towards the three year development targets set as part of the AfPE Quality Mark process.
Purchase of the Youth Sport Trust (YST) membership which will provide interactive and specialised resources for pupils with SEN.	By purchasing the YST membership staff will have access and knowledge to measures such as curriculum mapping guide and post Covid-19 toolkits. This will be implemented across EY's, KS1 and KS2 departments.	£525.00	The school has benefited from having the opportunity to implement measures including personal development toolkits, curriculum mapping guide, post Covid-19 toolkit and consultancy phone calls on school improvement in PE resulting in pupil progress, confidence and staff professional development.	Take further advantage of opportunities including consultancy phone calls. Explore the possibility of applying for and completing the YST Quality Mark (2021-22).
The development of a new outdoor gym area with specific equipment being installed for use by pupils during structured and unstructured times.	As part of a tendering process – three companies were identified to complete the outdoor gym project. The gym project will be built to allow pupils to stay active during structured and unstructured times, increase energy levels and concentration during lessons.	£8,975.00	The outdoor gym area was completed during the Easter Holidays 2021. It is anticipated that this new addition will have an outstanding impact on pupils' physical health, energy levels, behaviour during unstructured times and form part of a sensory	To invest further in this outdoor area with the addition of further fitness equipment, activity wall panels and more effective surfacing to cover the remainder of the area.

			diet for pupils with CLDD.	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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:
Ensure that the curriculum provided to pupils with complex learning difficulties and disabilities (CLDD) is appropriate, progressive and needs-led.	The resource has been purchased and the opportunities for staff to develop their subject knowledge and implementation of the resource have been offered via remote training. It is in the intention of Pitcheroak School to offer non-specialist staff to attend face-to-face training when possible.	£847.50	The online resource and assessment tool has provided non-specialist teachers with the convenience of being able to deliver whole child personal development through high quality physical education. The resource also links directly to the new Ofsted framework, allowing teachers to evidence the progress pupils make, highlighting a clear progression of skills.	Develop the online resource and assessment tool so it can be cross referenced with SOLAR. Look to purchase the resource for KS2 non-specialist staff. Additionally, identify suitable training courses for non-specialist staff as and when they become available.



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:
Purchase of specific sporting equipment that will enable pupils to access a wide range of different sporting activities as part of their core PE curriculum.	Through participation in events during the Worcestershire Virtual School Games and in Core PE lessons, pupils will familiarise themselves with the techniques and skillsets required for a wide range of different sporting activities and the equipment used.	£729.00	Pupils are able to access a wide range of sporting activities and equipment with confidence. This has been demonstrated via their performances and progress in core PE lessons and competitive sport.	Continue to adapt and develop the curriculum where necessary. Resume and extend the extra-curricular programme when possible to re-introduce clubs such as Zumba and Yoga. Allow KS2 pupils the opportunity to complete the Bikeability Level 1 programme when possible.

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:
Hold inter and intra-school competitions including a festival of sport to increase pupils competitive sport participation.	Identify additional primary partners to participate in the annual festival of Sport at Pitcheroak.	£0	Despite departmental/bubble competitive sport being allowed to take place, due to ongoing Covid-19 restrictions it has not been possible to extend this widely across the school at present. It is hoped with the easing of restrictions during the summer and in to the autumn a more in-depth focus will be placed on inter and intra-school competitive sport	When Covid-19 restrictions are fully lifted, identify a new 'sporting excellence' group who will attend and compete in School Games events. This will be in line with Pitcheroak School applying for the School Games Mark (silver award). Further funding will also be allocated to support a festival of sport to be held at Pitcheroak School with invitations extended to primary and SEN partner schools.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	M Wright
Date:	14.04.2021
Governor:	

Date:	
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