

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



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for Education

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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

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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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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:
<p>Covid 19 adjustments: During lockdown we provided online activities via our SSCO and access to Real PE as well as suggesting websites and workout sessions. We were unable to continue swimming for Year 4 and there was no top-up swimming for Year 6. Every year group sent PE activities home for the initial lockdown, including Joe Wicks and Go Noodle. During the Jan 2021 lockdown we had access to Real PE home learning and continued with the Travel to Tokyo initiative from Get Set.</p> <p>Key achievements: Our affiliation to LEAP since 2017 (Buckinghamshire County Sports Partnership membership) enables us to access ongoing support from a 'specialist' teacher. She supports the school and helps PE leads to develop or add to the PESSPA activities that the school already offers.</p> <p>At Robertswood we aim to maximise the impact of the PE Premium grant for the long-term benefits of our children. We want to achieve sustainable improvement in the quality and provision of PE, physical activity and sport. In order to achieve this, each year we carry out a self-review of current provision using the Youth Sport Trust (YST) Quality Mark. This online tool, which is one of the many benefits of joining the YST member network, allows us to examine our whole offer including the impact of PE, school sport and physical activity on the development of the whole child and school improvement. We have been a YST member school since 2012 and were awarded the YST Quality Mark Silver Award, 2018</p> <p>Our initial audit identified an immediate need to increase the confidence, knowledge and skills of all staff in the teaching of PE. We addressed this need</p>	<p>Covid 19 adjustments</p> <p>Sustainability: Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years Provide CPD for all staff to both upskill them and be on board with new initiatives, in order to provide current curriculum requirements</p> <p>Ensure High Quality PE Provision: Use the premium to invest in staff capacity to audit PE provision and staff competency through observation and interviews. Look for CPD opportunities for staff to be upskilled in PE delivery either through YST training or a quality assured PE provider. Due to the hall being out of use for PE, dance was not accessed this year but will resume once the hall is accessible.</p> <p>Innovation: Throughout the lockdowns we have encouraged and provided access to a variety of PE and PA opportunities. We aim to continue with these initiatives.</p> <p>Active Travel: Resume the Walk to School initiative.</p> <p>Swimming: Unfortunately, due to the local leisure centre being redeveloped and covid restrictions at the next closest leisure centre, we are unable to provide swimming lessons this academic year. We intend to take both Year 4 and Year 5 in the next academic year to compensate for this.</p>

through our affiliation to LEAP and our annual membership to Youth Sport Trust; both paid for out of the PE Premium. Dedicated PE Lead to develop CPD programme for all staff. We access regular, targeted, quality assured training for our PE Lead, class teachers and teaching assistants meaning that all staff are offered specific training based on their individual needs. This has had a positive impact on the quality, breadth and appropriateness of Robertswood's PE curriculum.

The school is supporting the needs of less active/ vulnerable children and we will further build on this by developing plans to embed 15-30 active minutes in our school day for all of our pupils.

We also believe that competitive sport/opportunities are a 'right' for every pupil. Most After School Clubs are funded by the school in order to be accessible for all children - we offer a wide range of extracurricular sports clubs and are fully engaged in School Games competitions, in 2019 achieving Silver School Games Mark 2019-2020. During Lockdown we received the 2020 School Games recognition award - ongoing commitment.

Two LSA's appointed to work in Breakfast Club to engage children in physical activity before the start of the school day - 100% of children accessing PE at Breakfast Club.

2 coaches worked with a number of classes between and after lockdowns, one through the Leap Partnership and a private agency.

Robertswood school is committed to the Healthy Schools agenda. Through the curriculum, Healthy Heroes days, targeted provision and dedicated weeks we promote the 4 strands of the agenda:

- Personal Social Health Education
- Healthy Eating
- Physical Activity
- Emotional Well Being and Mental Health

The school meets requirements on the publication of specified information on its website.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **YES/NO** * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you If any funding from the academic year 2019/20 has been carried over you MUST complete the following section.

Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £500	Date updated: Nov 20	
<p>We at Robertwood are focusing on;</p> <ol style="list-style-type: none"> The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school. The profile of PE and sport is raised across the school as a tool for whole-school improvement 				<p>Total Carry Over Funding:</p> <p>£</p>
Intent	Implementation		Impact	
<p>To use physical activity, physical education and sport to get our pupils back on their feet. To introduce them to a sense of normality and togetherness they will not have had during lockdown.</p> <p>To help children settle into new routines quickly, re-build relationships, re-establish fitness levels and enable children to be mentally ready to engage in learning. The school believes that many children will not have been as physically active as they were prior to lockdown, so there is a real need to ensure the recovery curriculum addresses their physical and mental wellbeing. We will continue to provide 2 hours of curriculum PE, with an initial focus on fitness.</p> <p>To address children's: Lack of movement competence</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Covid-19 adaptations to the PE curriculum</p> <p>Additional equipment to enable 'bubbles' to access activities in PE lessons and playtimes e.g.</p> <p>Cleaning of equipment etc</p>	<p>Carry over funding allocated:</p> <p>£500 additional equipment for "bubbles" to access during restrictions</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school.</p> <p>Staff to judge their pupils and how PE supported the transition back into school.</p> <p>What has changed?: The need for extra equipment and a more fluid curriculum. Focus on skills adaptable to all sports rather than specific games. With regards to PA the children are more active at break times as they do not need to share equipment with other year groups and the variety can be wider, due to less children on the playground at one time. (1 year group per play time instead of 4 year groups vying for space)</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Continue to allocate equipment to areas rather than a central base to allow children access.</p>

<ul style="list-style-type: none"> ● Suffering loneliness, social isolation and lack of belonging ● Anxiety, bereavement, trauma or stress ● Inactivity (too much time indoors) ● Lack of motivation and confidence <p>Playtimes will be staggered and although the space will be smaller, the children will be in year groups only</p> <p>Before/After School Once restrictions allow we will return to Breakfast club and external after school clubs.</p>		<p>£495 Real Pe Jasmine providing access for parents at home during Lockdown</p>	<p>This is observed by teachers and the impact on work once back in the classroom, as well as mental health of children who have not been in school during lockdown and restricted indoors.</p> <p>upgrading current curriculum to allow for access for home schooling and possibility for extra- curricular PE homework</p>	
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<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.</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>54% as of Yr4. No booster opportunities</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>96%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</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>	<p>Yes/No due to restrictions and lack of facilities</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:		
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:	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 ensure children are active healthy learners</p> <p>To address possible consequences of Lockdown:</p> <p>To address children:</p> <ul style="list-style-type: none"> ● Lack of movement competence ● Suffering loneliness, social isolation and lack of belonging ● Anxiety, bereavement, trauma or stress ● Inactivity (too much time indoors) ● Lack of motivation and confidence <p>To create a positive relationship with maintaining a healthy active lifestyle (increased concentration, behaviour and help towards fighting obesity in children).</p> <p>Children have increased daily activity in school by an extra 15 mins minimum per day (1 hour a day on PE days).</p> <p>Increasing Daily Activity</p> <p>Daily Activity taking place in classrooms – using active breaks resources</p>	<p>– register for YST active school planner</p> <p>www.activeschoolplanner.org</p>	<p>Part of LEAP package (total package cost £2000)</p> <p>Equipment £930</p>	<p>All pupils involved in 15 minutes of additional activity every day.</p> <p>Being physically active throughout the day has been proven to increase concentration, behaviour and help fight obesity in children.</p> <p>An inclusive challenge for each class to try to get from London to Tokyo uses fun and educational charts online. It allows all children to positively engage in physical activity</p> <p>Children to have increased daily activity to 15 mins minimum per day (1 hour a day on PE days)</p>	<p>Continue with Leadership Programme within the constraints of current Government guidelines (as above)</p>
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Playtimes

Improve activities on offer at lunchtime through increased equipment available

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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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>Ideas:</p> <p>Implement Active Learning across the curriculum</p> <p>Cognitive well being</p> <p>Children to know and experience the benefits of physical activity that benefits their cognitive well being (positive behaviours and achievements)</p>	Break up the school day with short burst of physical activity or non-sedentary learning e.g. morning or afternoon energisers action rhymes and songs for younger pupils walk and talk.			Reintroduce Daily Mile/ Wake and Shake during afternoon breaktime from September 2021

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>To develop and implement a curriculum which enables to reach their Key Stage Outcomes:</p> <p>EYFS</p> <p>Physical Outcomes: Through play pupils will develop their understanding of what they can do with my body. They will replicate and perform large body movements.</p> <p>Personal Outcomes: Through PE pupils will learn to work on their own and with others, they will be creative, imaginative and develop their language and communication skills as well as key cognitive and meta cognitive skills.</p> <p>PE Key Stage 1:</p> <p>Physical Outcomes: Through structured play and PE, pupils will develop problem solving skills through fundamental movement skills. They will learn to work in both cooperative and competitive challenges.</p> <p>Personal Outcomes:</p>	<p>Primary PE and Sport Premium Template Guidance - conditions and support 2020 -2021 with Ali Arber</p> <p>Training for 2 teachers on My Personal Best.</p> <p>Link to the school's Star Values and Skills Builders programme and in conjunction with Real PE cogs.</p> <p>My PB to be cascaded to all staff during an Inset/Staff meeting time.</p>	<p>Included in LEAP membership package</p> <p>Supply cover and release up to £860 over the year.</p> <p>Included in LEAP membership package;</p> <p>CPD through YST on My PB</p>	<p>Lessons and planning to be monitored in Autumn 2021 and Staff surveyed following implementation.</p>	<p>Linking all areas together will give children and staff a cohesive plan they can understand and embrace.</p> <p>Update report statements to align with new approach.</p>

<p>Through PE, pupils will develop their understanding of playing with others, learning to demonstrate honesty and courage and playing with gratitude, fairness and empathy.</p> <p>Key Stage 2: Physical Outcomes: Through PE pupils will develop their fundamental sports skills. They will learn to link skills to form movement patterns.</p> <p>Personal Outcomes: Through PE pupils will play with integrity and trust, learn to respect others and try to understand why things happened the way they did.</p> <p>Health & Safety Support: Make lessons safe but put FUN at the forefront of any learning delivered. Use PE and PA to support the wellbeing of your pupils’.</p> <p>PE should include physical, cognitive social and emotional outcomes through Real PE and My PB</p> <p>All year groups to access Swimming curriculum</p>	<p>Health & Safety Support:</p> <p>Covid Risk Assessment FAQs Guidance Covid 19 Risk Assessment and Templates AfPE Handbook released Autumn 2020 Af PE Health and Safety CPD course</p> <p>Swimming training for teachers new to year groups swimming</p>	<p>Included in LEAP membership package</p> <p>£200 per teacher</p>	<p>Children to participate in schools swimming curriculum, including booster groups in order to fulfil curriculum expectations.</p>	<p>Monitor teachers with qualification and ensure they are in swimming year groups. Check how long the qualification lasts.</p>
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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>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>- Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport</p> <p>- Providing additional links to Community Sports Clubs</p>	<p>Coaching Hours: Bespoke coaching hours to use in Autumn 2020 and Summer term 2021</p> <p>Updated YST School Games Mark 2020-2021 (postponed by School Games for current year)</p> <p>Links made with coaches and outside clubs – tennis/ cricket /golf/football –</p> <p>Equipment continues to provide opportunities during break and lunchtimes</p>	<p>Included in LEAP membership package</p> <p>Included in LEAP membership package</p> <p>Curriculum resources £150</p>	<p>- Increased pupil awareness of opportunities available in the community</p> <p>- improved physical, technical, tactical and mental understanding of a range of sports</p> <p>- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</p>	<p>Reintroduce the opportunities once restrictions are reduced.</p> <p>Improve and maintain links with local clubs, incl golf, cricket, tennis and football.</p>

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:
<p>Pupils to have the opportunity to reinforce fundamental skills (agility, balance, coordination) outside of PE lessons</p> <p>pupils to set goals, review, adapt and improve</p> <p>for pupils to know how an activity benefits their health and well being</p>	<p>Coaching Hours: Bespoke coaching hours to use in Autumn and Summer terms 20/21, Turning activity into education by enabling pupils to set goals, review, adapt and improve</p> <p>Provide opportunities outside of PE lessons for pupils to take part in physical activity and sport. Clubs provided by outside clubs with links to community clubs.</p> <p>Incorporate activities pupils can do at home using free resources such as a Change4Life, Tokyo Tens</p>	Part of LEAP membership package	Confidence in their ability and being able to review and adapt once coaching hours finish.	<p>Continue using Leap package to coach and enhance previous learning</p> <p>Introduce My PB to enhance the current PE scheme Sept 2021.</p>