

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:

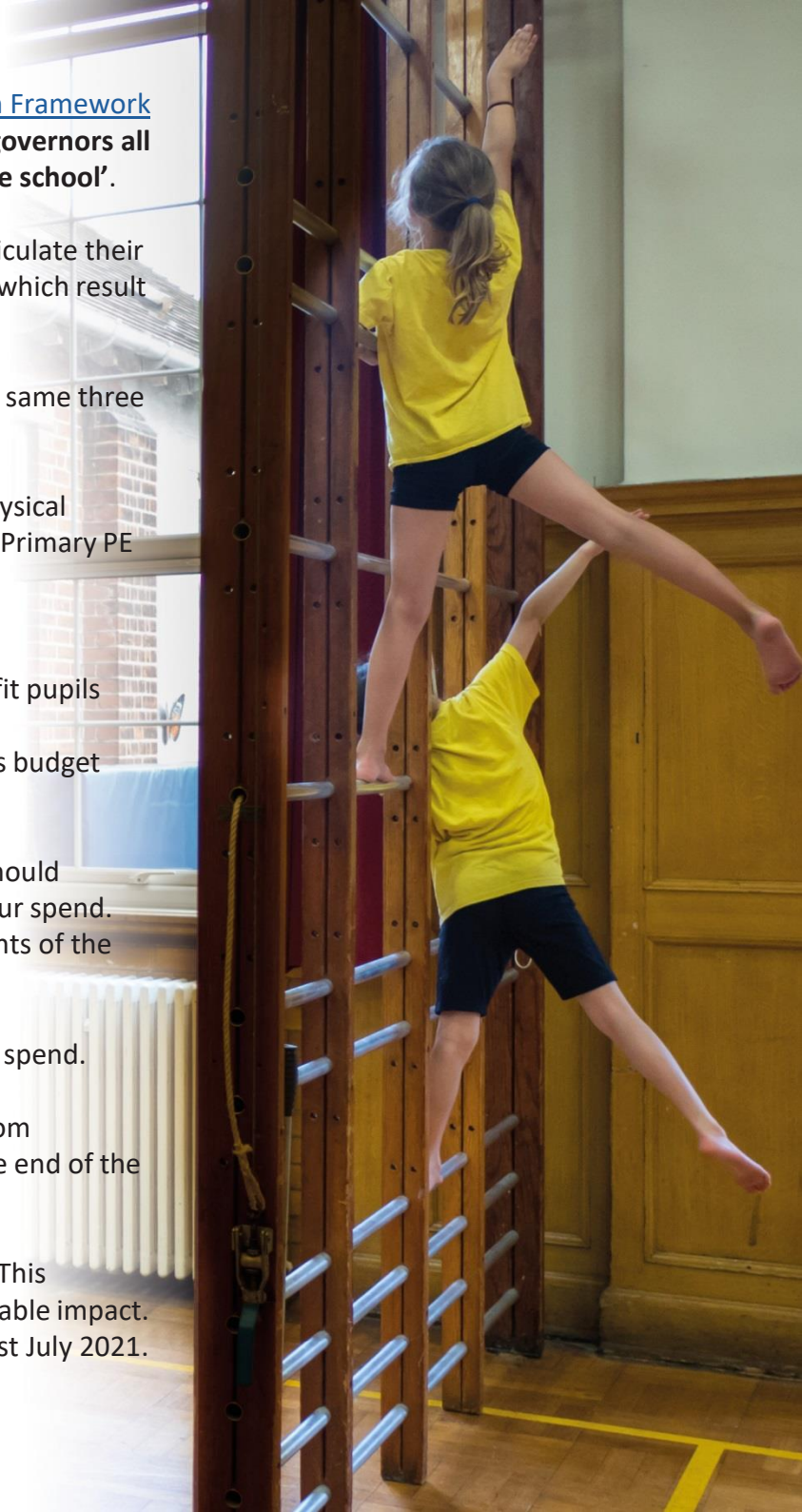
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021 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 2021: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Golden Mile baselines completed and set up ready for the next academic year. • Olympic athlete visit has taken place with a focus on building resilience and challenge. • Cricket after school club run by the local cricket club. Links are being made with local clubs. • Northampton Saints ran a support programme with Year 3 and Year 5 to target healthy eating. This included active lessons focusing on tag rugby and tackling character, values and respect. The Year 3 children learned about diets, food groups, healthy plates and healthy & unhealthy foods. They then learned new skills around tag rugby. This was completed over a 6 week period working for a total of 12hours with 63 pupils. This gave the Year 3 pupils the understanding of a balanced diet and an understanding of food groups. They were also able to understand how exercise helps you stay fit. The Year 5 pupils learned about the character values of rugby such as respect, discipline and resilience and how can these be related to the pupil's own characters. This ran for 2 terms covering a total of 13 sessions for 45hours giving 75 pupils access. • Inflatable dodgeball and assault course event to develop children's love of sport and excitement around physical activity. • Broad range of after school clubs have been run throughout the year (when allowed due to COVID) • Swimming has started again this year for Year 5 children. This will continue all year round next year. | <ul style="list-style-type: none"> • Moki wristbands to be ordered to develop in house competition and raise fitness levels in Key Stage 2. • Bikeability level 1 & 2 courses to take place in term 3 for 1 week. This will teach the pupils vital life skills around bike road safety as many children bike to school. This will cover Years 3,4 &5. Due to COVID this has been postponed from last academic year. • Specialist external coaches to lead after school clubs with all Key Stages from September, covering a range of activities such as M.M.A, football and cheerleading and dance. • Specialist clubs funded by the sports premium to expand children experiences of a range of sports and physical activity. • Further develop links with local sporting clubs to develop talent pathways. • Swimming with the Year 5 cohort to take place for a longer period. This will include a catch – up programme with Year 6 to increase the number of children who are able to swim 25m. The first 2 terms will concentrate on Year 6 pupils. In the summer term, Year 5 will have the opportunity to attend swimming with an additional catch up programme for those who are not yet confident swimmers in Year 6. • To train an active body of pupil sports ambassadors from Year 6 to lead and encourage games and challenges at lunch times. Existing Play Leaders will train new play leaders before they leave at the end of Year 6 to ensure continuity and sustainability. • Relaunch P.E champions. Children will further develop their sportsmanship and positive behaviours for learning. |

- New planning and curriculum in place to support the progression of skills from EYFS to year 6.
- SLE support throughout the year to build PE teachers subject knowledge and delivery of high-quality PE lessons.
- A group of children over a 6 week period were able to attend horse riding lessons, resulting in better behaviours, body core strengths and stability, social skills and helping to reducing anxiety and combat trust issues.
- P.E champions in place to reward positive sporting behaviours in P.E. lessons, focusing on listening, following instructions, learning and having fun.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

Total amount for this academic year 2020/2021 £16949

Total amount spent for this academic year £16,951

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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 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> | 21% |
| <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> | 21% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 21% |
| <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, due to Covid. This will be a priority this year. |

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 | | Date Updated: 24.7.21 | | |
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| 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 | | | | |
| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
| 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?: | |
| Children in all year groups are able to access additional physical activity and school sport in order to increase fitness levels. | After school clubs ran in the summer term (only Summer due to COVID) | £1000 | Improved concentration and mental capacity which had a positive impact on learning and attainment. (following a physical activity break) | Develop a wider range of clubs and monitor the attendance levels to ensure as many children are as engaged as possible with the aim for 100% of children to access a sports club during the academic year. |
| Children to develop good fitness habits to ensure they are 'fit for life'. | Children had an additional ½ hour of PE a week to support fitness and physical activities lead by two sports teachers. | £1000 | Better focus & behaviours in and around school. This is evident through the track it light system and through the behaviours for learning demonstrated around school. | |
| | Lunchtime clubs ran for all key stages by the PE team to support physical activity on the playground. | £1000 | Children were able to demonstrate an understanding of the importance of a healthy active lifestyle. Children were prepared for moving up to secondary school and year 7 due to having roles and responsibilities and understood | New PE scheme of work now in place which allows classroom active bursts. This will be monitored to ensure all children achieve 30mins of physical activity a day. Training to be delivered in the Autumn term by the PE team. |
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| | All teachers to take part in training for go Noodle and other physical activity sessions which are then embedded into lessons to ensure children are more active throughout the school day. | | how to be a role model in sports. Using go noodle improves fitness, mental capacity and general wellbeing. Go noodle also allows use of breathing techniques and mindfulness exercises. Impact will be measured following an additional Golden Mile assessment in the autumn term. | Build upon the Go Noodle classroom activity to work alongside the new active classroom burst to achieve 30mins a day activity challenge for all children. |
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

| Intent | Implementation | | Impact | |
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| 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: |
| Children to access physical education through online learning during lockdown, as they would with other subjects. | Virtual PE lessons that were used over the lockdown period. Pre-recorded lessons and mini challenges. | £60 | Messages via dojo on all challenge attempts from pupils. Children were able to also learn how to adapt and remain active in lockdown scenarios. | Weekly challenges to be sent out via class dojo. Online lessons can be used again should the school need to close bubbles and send children home to self-isolate. |
| Raise the profile of PE and sport across the school through adult modelling. | PE uniform ordered and worn by the PE staff and any other member of staff teaching PE. This role models high expectations and standards expected, whilst raising the profile of PE across the school. Children came into school PE ready on their PE days, with the expectation that they wore the correct PE uniform. | £100 | Children were ready to start PE on time and participated for the full amount of time allocated due to no changing time. Modelling of PE readiness and high expectations by the PE team shows the importance placed on PE and school sport. | Continue to model the expectations of being PE ready. Support families where needed with correct PE kit. |

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| <p>All children to take part in P.E lessons that deliver high quality learning opportunities.</p> | <p>The P.E department has purchased new equipment including new gym benches, set of gym mats and trolley, new hockey sets for KS1 and KS2, new badminton sets including nets for both Key Stages and footballs size 3s & size 4s along with tri golf sets for both Key Stages. This is to work alongside the new P.E planning and will allow the delivery of high quality PE lessons with enough resources suitable for each age range.</p> <p>Two sets of large portable football goals purchased. Support given to lunchtime staff and modelled by sports coaches on how to effectively set up games on the field.</p> <p>A new scheme of work has been purchased which is more interactive and can be accessed by the teachers to work with pupils in class. This will bring PE and physical activity to the forefront of everyone's mind and it will become embedded practise across the school.</p> | <p>£6,546</p> <p>£2000</p> <p>See indicator 3</p> | <p>A broader range of P.E lessons were able to be delivered with better equipment. This includes golf and OAA. Children were able to make better progress within lessons as they are able to practise and refine skills quickly as there is enough equipment for a full class. This then allows children to make better progress. This will be continued into next year.</p> <p>Football goals allow the profile of sport to be raised at lunch times and break times. Engagement at lunchtime increased due to portable football goals and training of lunchtime supervisors.</p> <p>The new scheme of work allows for teachers to embed active blasts throughout the day and improve behaviours for learning. GoNoodle has been used, however, staff need further training on the new scheme to support this.</p> | <p>Ensure that children continue to respect and look after the PE equipment through modelling and high expectations through PE lessons. This will include modelling from the PE staff at break times and lunchtimes.</p> <p>Football goals will be used to host football matches against other schools. The promotion of this will again raise the profile of PE and school sport within school, and the local area.</p> <p>Class challenge cup to be introduced for active blast league tables for both key stages to engage teachers and pupils to support the 30minute active challenge. This will be monitored by the P.E team every term and shared on the website and social media.</p> |
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| <p>Raise the profile of PE and showcase the work completed with Northampton Saints through sharing assemblies across the key stage.</p> | <p>All pupils' physical achievements are celebrated in assemblies including individual achievements outside school and those teams representing the school in local competitions.</p> | <p>£0</p> | <p>This will encourage all pupils to try new activities and be proud to represent their school. They are proud of each other and their school.</p> | |
| <p>Extend the links with community clubs to encourage further participation, with the aim of running school competitions and raising the profile of PE at Exeter in the local community.</p> | <p>All year groups had access to clubs since COVID restrictions allowed. The following clubs were run: invasion, cricket, gym hall games, and multi-skills. A total of seven clubs ran every week in addition to Northampton Saints running a Year 5 lunch club every Friday covering Tag rugby.</p> | <p>See indicator 3</p> | <p>Since Covid restrictions allowed we have had 120 pupils attend our clubs every week. This meant we had 36% participation across the school in the Summer term alone.</p> | <p>We will continue to run a variety of clubs including a table tennis lunch club to give pupils more access to sports. Bring in external coaches to provide more choice for pupils to gain sports such as football with Corby Town, MMA and dance. N.N.C and Northampton Saints will still run clubs and support local talent pathways. These will be supported by sports premium to give easier access to all.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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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>PE teachers and key staff in SEND provision trained in yoga to support children's behaviours for learning and improve teaching and learning in PE lessons.</p> <p>Teachers will have an increased knowledge and understanding of how to improve children's physical fitness, wellbeing and provide tools for managing behaviours for learning.</p> <p>New curriculum purchased to support the progression of skills and staff CPD throughout the academic year.</p> | <p>Initial CPD training for all staff yoga (half day training) took place. This ensured that teachers had the skills and knowledge required to deliver the yoga techniques to the children within classrooms.</p> <p>New programme purchased</p> <p>PE team had staff training on new programme taken place (1.5-hour training) delivered by an SLE.</p> <p>Time for PE lead to navigate and set up the programme.</p> | <p>£70 per person £485</p> <p>£70 per person Total £1050</p> <p>£1500(for a 3 year subscription)</p> <p>£100</p> <p>£200</p> | <p>Yoga helps children learn how to release stress, retain more information, and increase confidence and happiness. Positive thinking techniques increase a child's awareness of the power of their own thoughts. Further evidence will be seen when this is embedded next year.</p> <p>PE programme has been set up alongside the specialist advisor ready for the next academic year. This will allow greater continuity and progression of skills from nursery to year 6.</p> | <p>1 x live top-up yoga day per class teacher in the Summer term next year as a refresher to continue to build on knowledge and skills.</p> <p>Weekly access to Mini Me yoga suggestions to be used as ongoing CPD, lead by the PE team.</p> <p>Class teachers to have ongoing CPD throughout the school year from the PE leads.</p> <p>Teacher CPD ongoing throughout the year linked to the new PE programme delivery.</p> <p>Workshops to be attended by the PE leads and other key staff members to ensure that the programme is utilised fully.</p> |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Intent | Implementation | | Impact | |
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| 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 that all children and parents develop understanding of the importance of a healthy lifestyle for a successful life/learning.</p> <p>All children to experience competitive sport within and beyond the curriculum</p> <p>Northampton County Cricket coaches working with Year 6 building on foundation skills and potential access/pathways to external clubs.</p> <p>Qualified coaches from Northampton Saints to complete a 10-week course with year 3-(Tackling healthy eating)</p> | <p>Athlete event</p> <p>Inflatable afternoons for year 5 and 6 children and our SEND provision units.</p> <p>Wide range of after school clubs run throughout the school year – subsidised by sports premium funding</p> <p>Cricket after school club</p> <p>Northampton saints Year 3 & 5</p> | <p>£0 cost neutral</p> <p>£700</p> <p>£200</p> <p>£0 Funded via a chance to shine program</p> <p>£0</p> | <p>Ex-GB athlete on site to teach children about motivation and resilience within the world of sport. This also allowed for a fundraising event for school sports equipment.</p> <p>Pupils to learn new ways of playing (already) fun games. Adapted rules and scoring enable the pupils to be creative and learn fundamental movements/actions.</p> <p>Coach from Northampton County Cricket building on the fundamentals of cricket. This allowed our pupils learn more about teamwork and this sport by playing within a club setting.</p> <p>Pupils learned the benefits of a healthy active lifestyle by undergoing class-based activities</p> | <p>Booked event for next academic year, focus to be confirmed.</p> <p>Involve parents in healthy eating and lifestyle support through workshops.</p> <p>Booked again for next academic year</p> <p>Further broaden our range of sports for pupils to access next academic year ie MMA & Dance. Reach out to parents to support the school if they have links with sports clubs.</p> |

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| <p>Also working with year 5 (Tackling character)</p> <p>Allow those children with SEND needs to further develop their core strength and access to sport within the community.</p> | <p>Horse riding lessons booked to allow children to develop core strength</p> | <p>£360 (minibus)</p> | <p>as well as practical. Children also learned how best to overcome the challenges that are on topic (tackling character)</p> <p>Equine therapy promotes Increased trust, they build on core strength/stability, they become more focussed in lessons, reduces anxiety, increases self-esteem and improves social skills and communication skills (including non-verbal).</p> | <p>This has been booked again to run next academic year with same year groups to build upon the progress this year. An additional group will also benefit from this to support their social and emotional development as well as access to sport within the community.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | |
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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: |
| To ensure that all children and parents develop understanding of the importance of a healthy lifestyle for a successful life/learning. | Lease with (COTSSP) on a regular basis for updates and information in relation to competitive games/tournaments. | £650 | Children enjoy participating in competitive activities. Due to Covid 19 this will continue. | Broaden the range of opportunities and increase the number of spaces available each year e.g half termly intra festivals and regular fixtures v other schools Intra house competitions within the school. |
| All children to experience competitive sport within and beyond the curriculum within Covid 19 restrictions. | Competitions were booked in throughout the academic year. However, due to COVID – 19 restrictions these did not happen. | £0 (as this did not happen due to COVID) | Anticipated impact - Competing against other schools whilst learning about representing the school values and the behaviours expected whilst outside of school. | Inter school competitions, both virtual and live to be run by the specialist PE lead for all schools within the trust (including foundation and KS1) The first will take place on the 5 th October 2022 for all children in all year groups with the anticipation of 100% participation. |

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| Signed off by | |
| Head Teacher: | Matthew Shotton |
| Date: | |

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| Subject Leader: | Dave McKay (Jess Elford) |
| Date: | |
| Governor: | |
| Date: | |