

# 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 **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>Live weekly gymnastics lessons during the Spring term offered to all 'remote learning' students from Y3 to Y6.</li> <li>After school fitness club offered to all children in our school to promote fitness, build confidence and team building skills - as part of our Covid catch up strategy.</li> <li>Purchased package of problem solving equipment (giant's maze, boardwalk challenge, maths box, key tower, water challenges, land skiis, stepping stones and nightline) to promote outdoor, active, collaborative learning across the school in 2021 - 2022.</li> <li>Year 5 cohort of children who missed their swimming sessions last academic year have attended a half termly programme of swimming.</li> </ul> <p><b>Total to be carried forward for 2021 - 2022: £1,635</b></p>	<ul style="list-style-type: none"> <li>To support a progression of gymnastics skills during this academic year. Termly assessments to be carried out in 2021 - 2022.</li> <li>Active after school sessions to promote fitness and support the engagement of pupils in regular physical activity.</li> <li>Impact to be assessed in 2021 - 2022.</li> <li>Data collated for Y5 cohort of children to maximise number of children achieving National Curriculum expectations for swimming and water safety.</li> <li>Funds carried forward from 2020 - 2021 will contribute to a new outdoor trim trail to improve our outdoor facilities and promote outdoor physical activity.</li> </ul>

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

YES/NO

**Total amount carried forward from 2019/2020**      **£0**  
**+ Total amount for this academic year 2020/2021**      **£20,010**  
**= Total to be spent by 31st July 2021**      **£18,375**

<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>	78%
<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>	76%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	99%
<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>	Yes

## 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: £20,010		Date Updated: July 2021	
<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:
					%
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?:
<u>Sports leaders</u> To train and select 18 sports leaders from Year 5 to lead structured physical active sessions each week targeting: inactive / vulnerable pupils, younger children in Y3. The intent is to target specific groups of children promoting self-confidence, self-belief and to support the development of team building skills.  The sports leaders will also be fully involved in our school games day, leading games activities, encouraging athletes and keeping scores.		18 sports leaders selected and trained in leadership skills by the PE subject leader and our SGO. Children are divided into 3 groups leading the twice weekly (socially distanced) active sessions to all year 3 class bubbles.  The PE subject leader regularly meets with the leaders providing resources, monitoring uptake of clubs, offering coaching advice and support as required.  The sports leaders were effectively deployed during our school games day, enabling the leaders to implement coaching skills in leading games activities to all the year 3 and year 4 classes.		£280	Highly successful initiative. Applications by pupils to be sports leaders are popular. Pupils receive excellent training enabling them to fulfil their role.  The sports leaders initiative is culturally embedded in the school and is something pupils aspire to take on as they move into Year 5 / Year 6. It also promotes links with our feeder school and inspires the year 2 children to positively engage with sport when they join the junior school.  Take up was good with between 8 and 10 year 3 children in each bubble involved in the sessions.
					<u>Next steps</u> To train and select sports leaders for 2021 / 2022 with the aim of offering structured weekly activities to year 2 children at Dobcroft Infant School and year 4 children.

<p><u>Standing Desks</u></p> <p>The objective is: to improve the focus and attention of children who find sitting still for sustained periods of time challenging, improving their outcomes in lessons, enabling children to move without being a distraction and enhancing activity levels in lessons.</p>	<p>The subject leader carried out a survey in September 2021 to assess the requirement for standing desks. An additional 16 new desks were purchased and distributed across school.</p>	<p>£2,394</p>	<p>The impact of the standing desks has been incredibly positive. Teachers state that children who find sitting still for sustained periods of time and much more engaged, the desks enable movement without causing disturbance to other pupils and the quality of their handwriting improves.</p>	<p>To reassess the requirement for standing desks in September and purchase / redistribute as required.</p>
<p><u>Live Gymnastics Lessons</u></p> <p>During the Spring terms, as part of our 'remote learning' package, the subject leader led gymnastics sessions to Y3/Y4 and Y5/Y6 children in our school to enhance fitness, activity levels, agility and promote the progression of gymnastics skills.</p>	<p>The gymnastics lessons were structured with a warm up, technical sessions focussing on balances, jumps and bridges, the opportunity for the children to choreograph routines and a cool down. The sessions were planned to ensure a progression of gymnastics skills providing the opportunity to revisit key skills, vocabulary and movements.</p>	<p>£300</p>	<p>Take up was very good with between 30 and 65 children attending each session. Feedback from pupils and parents was very positive and the children enjoyed wearing gymnastics kit and being creative with the floor and beam.</p>	



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	19%
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:
<a href="#">Subscription to Points Learning Network</a> Dobcroft Junior School pay an annual subscription fee to the Points Learning Network. This provides the opportunity for our school to attend high quality PE and sport competitions and festivals, provides support in the strategic planning of PE, develops links and contacts within a cluster of schools and enables training and coaching opportunities.	The subject leaders are invited to attend termly network meetings. This year we have received valuable resources relating to socially distanced PE, remote learning activities and termly 'fitness style' initiatives which are relayed back to all staff in school. Virtual CPD opportunities has been deployed as required. Subject leader is in regular contact with our Network representative to review our whole school PE overview, progression of skills and our action plan.	£2,210 (2 year subscription 2020 - 2022)	Subject leader is confident that the PE overview shows a progression of skills. The PESSPA toolkit is used to highlight areas of development which feeds into our action plan.  <u>Initiatives from Points Network:</u> <ol style="list-style-type: none"> <li>1) The entire school was involved in the 'Hit the Ground' running challenge during the Autumn term led by Points to promote fitness and stamina across the school.</li> <li>2) The year 6 classes were involved in the football festival held across Sheffield.</li> <li>3) Three external coaches from Points led 'problem solving' activities during our School Games Day.</li> <li>4) Classes were invited to attend a number of fitness challenges - scores were collated and certificates / awards distributed.</li> </ol>	To continue our membership with the Points Network during the next academic year 2021 - 2022 to enhance the sporting opportunities for the children in our school and to continue to evolve and improve our provision of PE at our school. To meet with our Points representative in the Autumn term to carry out a PE Health check reviewing our action plan and planned Sports Premium expenditure for the next academic year.

<a href="#">Monitoring attendance of clubs and targeting specific groups of children</a>  <a href="#">Fitness Club</a>  This year, every child in our school was offered a place at an after school 'fitness' style club led by our games specialist coaches. One member of staff was responsible for maintaining the registers, coordinating the provision of the clubs and leading the sessions.	Every child was given the opportunity to attend 6 weeks of 'fitness based' after school sessions.	£1,500	All children across the school were invited to attend a programme of fitness and skills based sessions. Take up was as follows:  Year 3 - 67% Year 4 - 61% Year 5 - 54% Year 6 - 67%	To reinstate the C4L club during the next academic year 2021 - 2022, targeting vulnerable / inactive children with the end goal being to attend an after school / lunchtime club.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	2%
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:
<a href="#">CPD</a> As part of our subscription to Points we are offered a range of training opportunities which are rolled out to staff. Staff have self-assessed their knowledge, confidence and skills in teaching games, dance and gymnastics	A number of training sessions have been attended this year by staff including: <ul style="list-style-type: none"> <li>The Points termly Network Meeting (1 teacher)</li> <li>Teaching meaningful PE (1 teacher)</li> </ul>	£500	A number of observations have been carried out in our school by the Head Teachers. Outstanding / very good PE lessons evidences that staff are feeling confident in teaching high quality PE lessons. The subject leaders also monitor	<a href="#">Next Steps</a> The subject leader to continue to communicate with class teachers, monitor planning and provide coaching and support as required.



skills and have attended training as required.	<ul style="list-style-type: none"> <li>High quality teaching of PE (4 teachers)</li> </ul>		the termly plans and KLP's submitted by class teachers and are confident that teaching and learning is progressive across the school, offering a challenging and inclusive curriculum. Staff are also required to carry out termly assessments, again evidencing confidence in assessing the skills of pupils.	
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%

Intent	Implementation		Impact	46%
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>Additional achievements:  <a href="#">Lunchtime Clubs</a>            Games coach to lead active targeted play at lunchtimes to encourage physical activity during non-structured times of day encouraging a range of games and fitness style activities to all pupils.</p> <p>NB: SCC directive states that no employee is out of pocket - all planned overtime to proceed.</p> <p><a href="#">PE Resources</a>            To review our provision of PE resources and renew / replace as required to ensure that a broad range of opportunities and experiences are offered to all the pupils at Dobcroft Junior School.</p>	<p>Active sessions resourced and coached by games coach.</p> <p>PE resources have been renewed / replaced used by bubbles during lockdown period to ensure adequate resources are available for PE to be taught safely across bubbles (balls, beanbags, hoops, cones,</p>	<p>£2,000</p> <p>£1,500</p>	<p>Positive feedback from staff and pupils.</p> <p>Resources enable class teachers and games specialist to lead and coach sessions maximising activity levels by our pupils.</p>	<p>To reinstate lunchtime clubs next academic year focussing on games style skills in a range of sports.</p> <p>To continue to monitor quality of equipment. Next year we will need to purchase a new set of gymnastics mats to support the teaching and learning in our gymnastics skills lessons.</p>

	stopwatches, storage boxes football kit, 32 gymnastics ribbons, playtime games)			During the INSET in September 2021, the subject leader will outline the key components for teaching PE safely in our school using the guidance set out in the PESSPA 2020 edition of safe practice.
<p><u>Sand for long jump pit</u></p> <p>To ensure the continued safe use of our long jump pit we have purchased some additional sand to continue to ensure the facility is safe to use.</p>	<p>We purchased an 850kg bag of washed, non-staining sand to replenish the sand in our long jump pit.</p>	£96	<p>The long jump pit is now safe to use during the Summer term and for our School Games Day.</p>	<p>To replenish sand as required.</p>
<p><u>Outdoor Problem Solving Equipment</u></p> <p>To purchase the gold package of problem solving resources for the next academic year to enhance our outdoor provision of physical activities, promoting team building, problem solving, collaborative activities for all our pupils.</p>	<p>A package of resources have been purchased including: giant's maze, boardwalk challenge, land skis, stepping stones and a nightline to promote problem solving, outdoor, active sessions across our school. The package also includes CPD training for all of our staff - to be held in November 2021.</p>	£1,895	<p>To assess the impact during next academic year when the resources are deployed across the school.</p>	<p>To give each year group specific resources to ensure activities are progressive from year 3 to year 6.</p>
<p><u>Top up swimming for all Year 4 children and Year 5 class</u></p> <p>To target Year 4 children who have not achieved the national curriculum target of swimming 25m to ensure a higher percentage of children in our school are confident and able swimmers and educated in water safety - a life skill. To ensure the year 5 cohort - who missed their swimming lessons in 2019 / 2020 have the opportunity to attend a 6 week programme of swimming lessons.</p>	<p>Assessments are carried out and additional swimming lessons are provided for children not meeting the National Curriculum requirement.</p> <p>One year 5 class also attended a programme of 6 weeks of swimming lessons (missed due to lockdown in 2019 / 2020)</p>	£3,200	<p>Swimming data is collated each year to assess number of children who do not achieve the National Curriculum expectations of swimming a distance of 25m, can use a range of strokes in the water and who can perform safe self-rescue in different water based situations.</p>	<p>To continue to monitor and assess the provision of swimming for our Year 4 cohort of children.</p>

<p><u>School Games Day</u></p> <p>To purchase resources for 'socially distanced' School Games day and staff cover.</p>	<p>School Games Day was held this year with a range of different games style (inclusive) activities to ensure bubbles were maintained and we had adequate resources. Resources included: buckets, claxon, coloured tennis balls &amp; army scrambling nets.</p>	<p>£500</p>	<p>School Games Day was a great success. All children including our children with SEND were fully involved and bubbles were maintained during the day. Feedback from students has been exceptionally positive as activities involved full cooperation at each of the events adopting a relay-style approach in many of the activities and the children were motivated to collect points for their house teams.</p>	<p>To analyse the results from the end of year questionnaire and to use this to inform our approach to next year's School Games day.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	10%
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:
<u>Competitive Events</u>  To provide a wide range of competitive opportunities giving every pupil the opportunity to take part in competitions (intra or inter) in our school.  NB: SCC directive states that no employee is out of pocket - all planned overtime to proceed.	Due to Covid restrictions this year, events have been limited. During the Summer term, however, our year 5 & 6 teams have been able to play a competitive rounders matches and also attend the primary athletics competition.	£2,000	During PE lessons, athletes were trained in specific rounders and athletics skills to ensure they were fully prepared and coached for the events. The year 6 athletics team secured a 1 <sup>st</sup> place at the primary athletics event, participating in running events, long jump and javelin throw.	To continue to look for sporting opportunities, festivals and competitions in Sheffield and to offer every child in our school the opportunity of attending a competitive event.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rachel Conroy
Date:	13 <sup>th</sup> July 2021
Governor:	
Date:	