

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Pixmore Junior School
20-21



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:

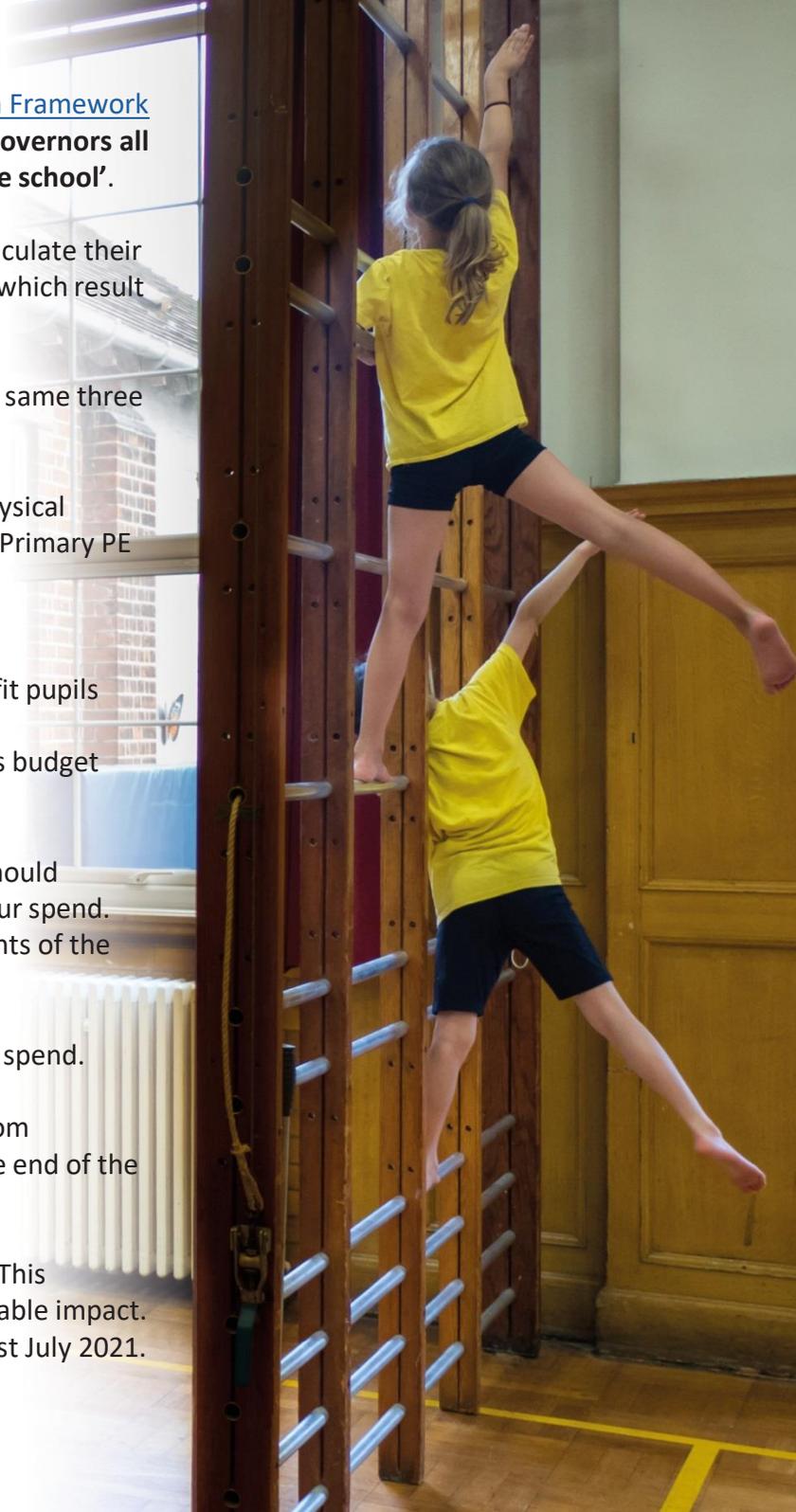
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 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"> • Finding and learning new ways to teach PE lessons or to keep children physically active e.g. small groups, bubbles, 2m distance, back to school safe lessons, virtual learning, online learning, whole school challenges, and virtual sports days. • Getting children back into PE lessons and seeing children’s enjoyment in lessons. <ul style="list-style-type: none"> • Providing activity breaks to keep children active. • Investing in more OAA activates for COVID safe lessons. • Bubble afterschool clubs to increase children’s daily physical activity over 50% uptake in year groups 	<ul style="list-style-type: none"> • Staff CPD linked to Covid-19 safe PE • How can we get more children into extra curriculum sports clubs • Pupil voice what do the children want from the summer term

<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>Swimming lessons were offered to year 5 as they had missed out on two years of swimming.</p> <p>Due to timetable and pool hire times Year 6 have not been offered top up swimming</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>	<p>Year 6 leaving data from year 4 swimming lessons.</p> <p>60%</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>81%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>60%</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>No</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: £18383		Date Updated: 14/07/2021	
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:
Promote and create an active playground and make better use of playground and for PE lessons.	<p>New playground markings – Teramo plastic to section lessons and playground area so safe and active play can continue all year in bubbles.</p> <p>New sports marking to make easier PE lesson and lunch time games to be set up.</p> <p>Improvement to netball court markings to allow half court games to be played alongside full 7 a side games.</p>		£4670	<p>Structured and better organised play areas will give the children better play opportunity's and bring less arguments as marking are clear to define areas.</p> <p>New marking will help children make up and discover new games to play.</p> <p>Better laid out for football areas – asked by staff and children</p> <p>PE lessons will be better organised for sports like netball, hockey and warm up activities.</p>	<p>Add new playground goals, netball and basketball post to keep interest high at lunch and break times.</p> <p>Hopefully run netball clubs again to help with school teams and use net court areas.</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	
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 continue to raise the profile of PE, School Sport, Physical Activity and mental wellbeing at Pixmore with Pupils, Teachers, Parents and Governors</p> <p>Sustain and improve sports equipment to keep children engaged in PE, School Sport, friendly and competitive sport</p>	New house captain badges	£56.40	It has been difficult for house captains to run and be included in house competitions this year. Children have worn their badges all year round even if it has been a less active house captain role this year	Plan you have the house captains included in running competitions and hope to be able to mix bubbles to support younger children in the school.
	Staff costs – PE Teacher to run extra clubs for bubbles	£4000		
	PE kits days	No cost	Children to come to school in PE kits on PE days to lowers the risk of covid and make lessons easier to run by staff not entering bubbles.	PE Kits days was a great improvement to lessons as it gave the children more time. We have also looked into new PE kits as school uniform to make children look smarter in PE kit on a PE day.
		£80		
	Invest in new team building and OOA equipment.			
	PE Staff brought outdoor clothing to go outside in cold and wet weather	£123.89	Children have loved using our forest area for OOA lessons. Year 4 used this area the most and the children team skills really improved. Turn taking and conversations skills.	Taken children into the forest over the wintertime was a great idea as children kept moving and the excitement of going into the forest kept children engaged even when it was cold!
	New archery equipment for LKS2 and invest in more bows and targets for UKS2 to allow small group leaning in class	£524.43		
New frisbees purchased – ultimate frisbee used in after school club	£63.59	Staff were happier to go out in the wet and cold weather as they had clothes to keep them warm- this was important when we wanted to keep children outside as much as possible due to covid.	Children enjoyed our one-off lessons when we tried different new sports. Volleyball, sitting volleyball, frisbee, handball sports we do not always get time to play in PE lessons.	
Yoga pretzels cards – to help gymnastics teaching	£11.98	Archery has now been introduced to LKS2 – the children did find this difficult at first but made good		

			progression over lessons. Year 6 loved ultimate frisbee!	
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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	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?
To improve subject knowledge in the teaching of Physical Education and continued high standards towards the subject.	<p>NHSSP membership – Virtual support, virtual competitions for PE lead.</p> <p>Staff to take part in Herts PE conference month and to complete training of choice</p> <p>Team teaching was used in the autumn term when no club available to grantee two hours of PE lessons a week.</p> <p>Sports Awards for year 6 to promote the sporting excellence and participation.</p>	<p>£2000</p> <p>£200</p> <p>No cost</p> <p>£196</p>	<p>PE lead to get support from NHSSP on any COVID changes over the year. NHSSP provided virtual competitions such as cricket and archery for children to take part in as interschool competition has stopped.</p> <p>Staff given opportunity to use Herts PE conference to gain support in different sporting online courses.</p> <p>Staff found team teaching great to see how PE lessons can be moved forward to the next level or next skill with small changes. Just like a maths lesson</p> <p>Sports Awards give the winners a personalised Pixmore team kit, engraved name on the trophy to remember their legacy at Pixmore.</p>
			<p>Sustainability and suggested next steps:</p> <p>Look to see if team teaching is possible again in autumn term to keep high standards of PE teaching.</p> <p>See if changes to the PE curriculum needs to be made to encourage competitive virtual or interschool competition next year.</p> <p>Ask if staff would like the opportunity to join PE conference again.</p> <p>Continue to run Sports Awards to promote PE and competitive sport in the school.</p>

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:
To maintain high numbers of pupils attending extra-curricular clubs and increase opportunities within the school day and move to summer term bubble clubs.	<p>Make summer term bubble clubs heavily reduced to allow all children to access them. Used local club links to support afterschool clubs to provide different sports. Stevenage FC, Herts ADC, NHSSP, Imagination Dance.</p> <p>Washing airier to clean/ dry and provide fresh kit for each bubble if children needed spare kits for clubs and PE lessons.</p>	<p>£4,080</p> <p>£60.96</p>	<p>Lots of children attended summer term bubble clubs. Different sports were offered to encourage children to play and enjoy different sports.</p> <p>Year 3 – 41 children attended Year 4 – 38 children attended Year 5 – 31 children attended Year 6 – 35 children attended</p>	<p>Do we continue with bubble clubs in September? How do we get more children involved? Should the next steps to be more sport specific clubs? Do we need to have more then one club on each day to hit target groups?</p> <p>These questions will need to be thought about over the summer hols to make sure participation remains high in the school.</p> <p>We will look to start up year 5/6 team clubs with the view that competitive sport will return next year.</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:
To provide pupils with the opportunity to participate in competitive sport	<p>Membership of NHSSP – inter school virtual competitions</p> <p>Intra house bubble competitions</p> <p>Sports day equipment investment</p>	<p>No cost</p> <p>No cost</p> <p>£200</p>	<p>Competing in virtual competitions against other schools run NHSSP</p> <p>Y6 – Archery 1st place</p> <p>Y5 – Archery 1st place</p> <p>Y6- Two cricket teams 2nd and 3rd</p> <p>Y5- Two cricket teams 2^{ns} and 3rd</p> <p>Y4 – Two cricket teams 3rd and 7th</p> <p>Y3- Two cricket teams 3rd and 7th</p> <p>100% of children school took part in the inter house cricket competition with 16 children in each year representing the school in virtual cricket competition.</p> <p>100% of year 5/6 took part in inter house archery competition with 16 children representing the school in virtual archery competition</p> <p>Inter house competitions: see above with virtual competition.</p> <p>Sports day: inter house competition day with 100% of children taking part in at least 4 events on the day</p>	<p>Take part in more virtual competitions and link them to inter house competitions over the school terms.</p> <p>Look to see if virtual competitions take over from interschool competitions and how we can link them into our curriculum.</p> <p>Sports Day was a great success this year but have quite a few changes to a “normal sports day” no parents, slip over two days, only two year groups and more. Do we keep these changes or try to include some in the old format? Again these changes will need to be monitored over the year to see what we will be allowed to do in the summer term.</p>

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: £962.01	Date Updated: 2/3/21		
What Key indicator(s) are you going to focus on? Number 1				Total Carry Over Funding: £ 962.01
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To engage all pupils in regular physical activity by running "Personal challenge time"</p> <p>To ensure PE lessons are Covid19 safe by purchasing additional equipment and cleaning equipment.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Children to have 2 x 15 mins a week to be physically active and work on a skill with the aim to improve over time.</p> <p>Purchase equipment for class challenge time boxes. Skipping ropes, ball, targets, bean bags, hoops etc</p> <p>Children to have own equipment for safe use.</p> <p>To be able to clean quickly between lessons and bubbles</p>	<p>Carry over funding allocated:</p> <p>£712.01</p> <p>£250</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. What has changed?</p> <p>Collect staff opinions on challenges. Pupil voice – did they enjoy it?</p> <p>Are the children improving, track progress on class chart.</p> <p>Making sure lessons and fun, enjoyable and safe</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>Once boxes are full of equipment challenge time should be easy to continue.</p> <p>Either in curriculum time or as part of break and lunch times.</p> <p>Better for the long term as more equipment can increase individual skills</p> <p>Cleaning equipment is a good thing.</p>

Signed off by	
Head Teacher:	<i>Alex Evans</i>
Date:	16/07/21
Subject Leader:	<i>[Signature]</i>
Date:	12/07/21
Governor:	<i>[Signature]</i>
Date:	15/07/21