

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:

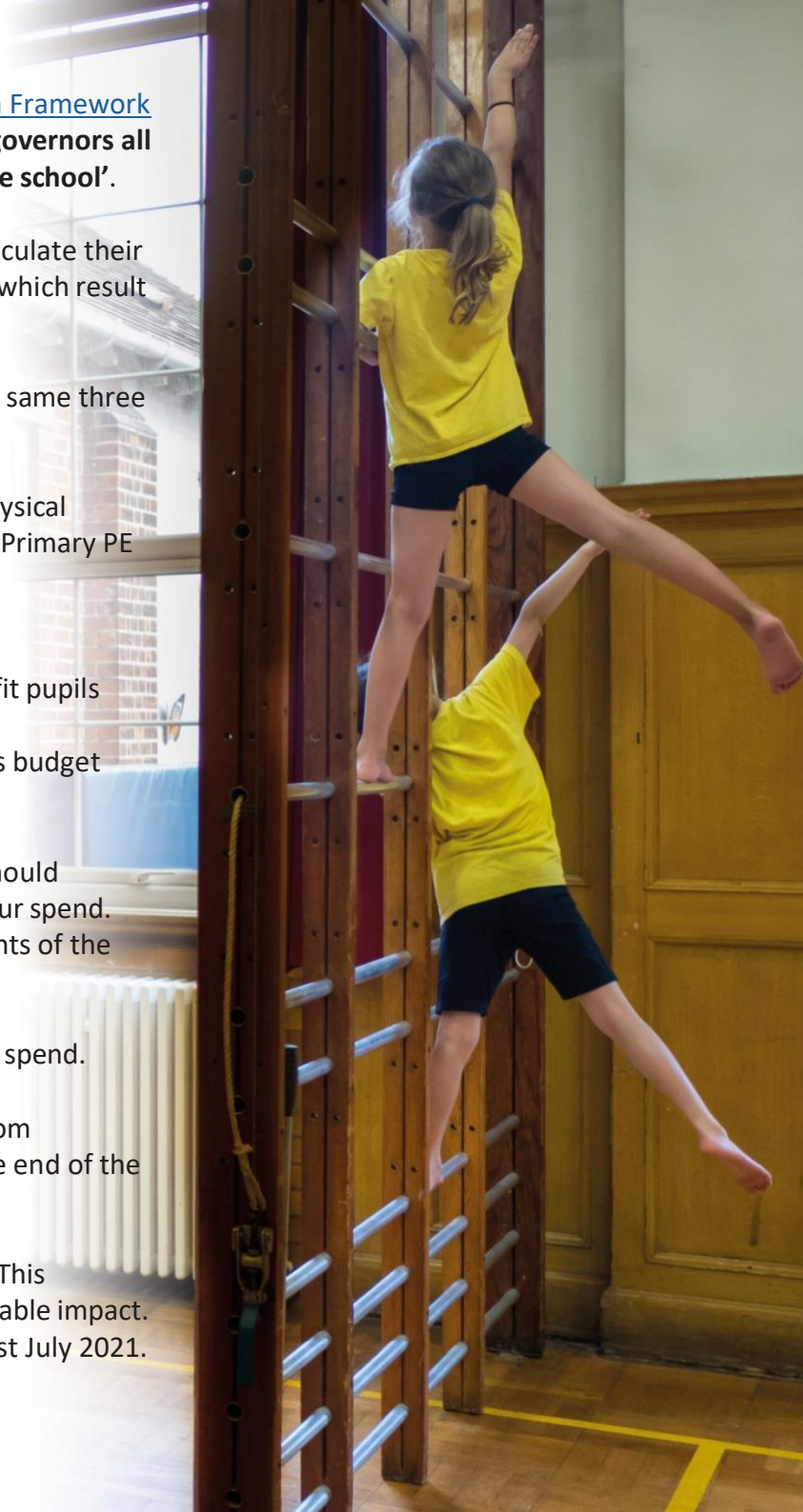
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 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>Opportunities for inter and intra school competitions-pre covid. Participation in competitive sport continued this year. Festivals 19/20 – cross country, KS1 Mini Olympics, KS2 On Tour, KS2 Mini Olympics, netball league, football league. Year 3 participation in Fit Kidz sessions. Participation in mixed netball league. Mixed football training sessions and girls participating in league matches. Top of the netball league before league suspension due to Covid. Sports leader sessions for classes, including speed stacks. Extra curricular clubs – football, netball, KS1 football, gymnastics, adventure/multi skills, basketball. VI Day participation. Whole school skipping workshops and celebration. Planning in place for whole school sports day celebration – cancelled due to Coronavirus. Key stage sports day celebrations instead. Participation in healthy eating workshops for the whole school. Fitter Futures and mindfulness activities - Daily exercise slot for whole school to improve overall cardiovascular fitness of all children. Whole school using daily travel tracker to encourage walking/scooting/cycling to school. Feeling Good week included one day specifically dedicated to active mind.</p>	<p>To exploit the social benefits of sport to support pupils’ return to school following Covid-19</p> <p>To maintain the high achievements of the school in PE.</p> <p>To maintain a high focus on inclusion and equal opportunities.</p> <p>To develop new ways of offering fixtures and other competitive sport in view of new social restrictions (virtual and intra-school competitions) .</p> <p>To create new opportunities for outdoor adventurous activity (OAA).</p> <p>Continue to develop the use of Year 6 Sports Leaders to help support and run sports opportunities for other year groups at lunch, and promoting PE in the school.</p> <p>To ensure sports premium is used to maximise the impact of provision at all parts of the school day for all children.</p> <p>To further develop the provision and quality of dance and gymnastics teaching and learning.</p> <p>To ensure the curriculum coverage enables progression of skills within and between year groups.</p>

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

Total amount carried forward from 2019/2020 £7700

+ Total amount for this academic year 2020/2021 £17782

= Total to be spent by 31st July 2021 £25482

<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>	87%
<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>	77%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40%
<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

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: £17,782		Date Updated: June 21	
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:
					65%
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 overall cardio-vascular fitness of all pupils after lockdown.	Purchase programme (Fitter Futures) to support daily cardio-vascular fitness for all pupils.		£699	All chn took part in daily cardio-vascular routines. Chn more engaged with their learning. Chn made better progress socially and behaviourally.	
To improve variety of extra-curricular clubs on offer in KS1 and KS2.	To change clubs on offer both at lunchtime/after school throughout the year to target groups of chn e.g. PP, Less Active, SEND etc. Vulnerable groups monitored and specific pupils invited to attend clubs/activities.		Free	A wider range of children are participating in extra-curricular clubs.	
To increase activity levels at break/lunch times so more chn are engaged in structured physical	Playtime equipment purchased for each class bubble.		£1120	Chn and MSAs engaged in individual, paired or group activities using equipment	
			Sustainability and suggested next steps:		
			Opportunity for chn to use Fitter Futures at home.		
			Subject Lead to listen to Pupil Voice for the development of clubs and activities.		

<p>activities.</p>	<p>Metal sheds purchased to store playtime equipment.</p>	<p>£4095</p>	<p>purchased. Self-esteem and confidence of targeted chn increased.</p> <p>Improvement in gross motor skills, perhaps lost due to lockdown.</p>	
<p>To improve the social and mental wellbeing of all children using playtimes as a driver.</p>	<p>Repair the large climbing equipment.</p>	<p>£811</p>	<p>Chn enjoyed their playtimes and negative behaviours reduced leading to chn returning to class with a positive mindset.</p> <p>Each class takes responsibility and pride in keeping their own equipment tidy.</p> <p>Chn engaged with each other socially, learning new skills and improving fitness levels.</p>	
<p>To increase number of chn who have a good level of development in the Physical Development strand within EYFS.</p>	<p>Replace/purchase suitable equipment for chn to practice relevant gross motor skills.</p>	<p>£548</p>	<p>Increased proportion of whole class achieved an age-related level of physical development.</p>	
<p>To improve social skills within the EYFS classes.</p>	<p>Use the equipment purchased for chn to work together using their speaking and listening skills. Opportunities for chn to take turns.</p>		<p>Improved social skills evident, particularly for targeted chn.</p>	

To improve physical activity at play times and lunch times.	Purchase trim trail equipment suitable for all age groups.	£9634	Chn are engaged during break times, increasing their fitness and core strength. Chn are highly motivated to exercise.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5%
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:
Improve core strength for targeted SEND chn in order for them to improve sitting within lessons.	SEND coordinator to train Tas to run a weekly exercise session using relevant equipment.	£411	Targeted SEND chn have improved their stamina within the classroom setting and therefore can access their learning for longer periods of time.	
To develop cross -curricular links through PSHE and Science. School is focussed on the benefits that healthy lifestyles have in all curriculum areas and overall wellbeing.	Whole school participation in Healthy Eating Workshops. Science curriculum reflects the healthy lifestyle choices and importance of exercise.	Free	Chn are aware of the importance of maintaining a healthy and varied diet. They have been introduced to different ways of achieving their '5 a day'.	
Encourage pupils to take on leadership roles that support sport and physical activity within the school.	8 x Y6 pupils to receive Sports Ambassador training, possible virtual. Sports Leaders to run lunch time club for initially for their own bubble.	Free	Chn developed leadership skills and were able to articulate the benefits of regular exercise.	Develop Sports Leader role further to include organising intra school competition and updating Sports board to promote current sports

<p>All pupils, parents, staff and governors to be aware of opportunities and successes.</p>	<p>Regular celebration of sporting success via website twitter/blogs and section in Head Teacher's newsletters and Head Teacher's report to governors. Due to Covid, focus on Intra school competitions during PE lessons.</p>	<p>Free</p>	<p>Whole school community aware of team and individual achievements.</p> <p>Chn are proud to share in their success.</p>	<p>activities and achievements. Ensure programme continues next year.</p> <p>Y6 Leaders meet on a regular basis to discuss provision and ideas for lunch time clubs.</p> <p>Sports Leaders to assist with blogging, photos, reporting.</p>
<p>To engage chn in 20 minutes extra walking per day and ease congestion in car park by using Fairlands Valley Car Park.</p>	<p>Park and stride initiative to engage parents and chn. Travel Tracker programme used daily with the pupils.</p>	<p>£303</p>	<p>Chn came into school each morning ready to learn and more focused. Chn excited to receive Travel Tracker badges each month.</p>	
<p>To improve self esteem and sense of achievement for all chn</p>	<p>Wellbeing bears purchased for whole school as a reward for exercise during Lockdown.</p>	<p>£600</p>	<p>Chn achieved good level of physical activity due to the incentive of the bear.</p>	<p>Chn will use their class bears as their workout buddy.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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 increase knowledge of Subject Leader in order for them to carry out appropriate monitoring and curriculum changes.	Attend webinars as part of the Herts Primary PE Conference.	£300	PE Lead more confident with progression across the curriculum, what to look for in high quality PE lessons and OFSTED Deep Dive requirements.	PE Lead to support any new staff, or those lacking in confidence in a particular area, with planning and locating resources for lessons.
To increase staff knowledge and confidence in the delivery of Dance and Gymnastics.	Purchase new scheme of work to support the delivery of Dance and Gymnastics.	£2000	Resources used regularly in Dance lessons which ensured the delivery of high quality physical activity. High quality Dance lessons delivered by confident class teachers. Progress and knowledge of pupils improved. Resources used improved the quality of teaching and learning.	Review impact of new scheme of work. Ensure all dance skills are being covered across each key stage by providing particular units of work for each class.
To ensure all PE lessons delivered allow for at least good progress and attainment within lessons.	Monitor teaching across a whole day to gain an insight into quality of lessons throughout the school.	£200	Chn are fully participating in high quality PE lessons and make good progress within the lesson.	Monitor attainment of chn after each of work.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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:
Introduce Outdoor Adventurous Activities into curriculum to support social skills after Lockdown.	<p>Purchase OAA equipment to support team building, social skills, confidence.</p> <p>Staff training led by AP to introduce skills and new equipment.</p> <p>Chn participate in an OAA launch week.</p>	£2424	<p>Increased participation during breaktimes-encouraged working collaboratively.</p> <p>Increased confidence in chn when trying new activities.</p> <p>Communication, creativity, teamwork, social and personal skills all evident.</p>	Continue to add to resources/build a bank of OAA activities for staff to access.
Chn can transfer their skills between sports.	Speed stacking cups class set used in class/breaktimes/festival training	Free	Chn performed skills with accuracy and confidence.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
Develop opportunities to engage in competitive sport at a range of levels.	Consistent participation in the SSFT festivals (as Covid restrictions lift) through SSFT membership.	£2655	All pupils engaged in some form of competitive opportunities over the year, including virtual.	Develop intra-school sporting opportunities e.g. house competitions/matches. Continue with mixed netball league.
Improved technical skills and fitness levels when taking part in inter-school festivals.	Lunch time and after school clubs offering a wide range of sports, linked to SSFT festivals.	Free	Chn inspired to achieve the best they can be.	New festivals entered e.g. Sportshall Athletics, Speed-stacking. Chn signposted to specific local clubs.
Increased ability to work collaboratively and to show commitment to a team.	School Sports Day is inclusive of all pupils.	£122	All chn demonstrated high levels of motivation to achieve the best that they could.	
All chn to access PE and extra curricular.	TA to attend extra curricular club to supervise SEND chd.	£238	PE and extra-curricular inclusive for all chn to attend.	

Signed off by	
Head Teacher:	Carmela Puccio
Date:	June 2021
Subject Leader:	Charlotte Mather
Date:	June 2021
Governor:	Curriculum and Finance and Personnel Committee
Date:	June 2021