

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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
- 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>Raised profile of sport across the school. Curriculum overhaul, leading to better sequenced curriculum building skills and knowledge. Increase in the range of sports on offer throughout the curriculum. Play leaders in place, leading to more active break and lunch times. Money used to purchase PE resources, leading to better quality PE lessons. CPD for staff through Queens consortium - staff now more confident in the delivery of PE.</p>	<p>Continued professional development for staff. Clearer breakdown of the skills taught in each year group - to enable teachers to make clear links and support progression. Swimming lessons to be reinstated post covid, review model of swimming to ensure more children are able to swim and save themselves in a life threatening situation. Continue to develop opportunities for active learning to support the sensory needs of pupils - through introducing sensory circuits. Supporting children to regulate emotions while playing sport - with a particular focus on managing disappointment. Raise activity across the school day – see interactive heat maps.</p>

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

YES/NO * Delete as applicable

Total amount carried over from 2019/20

+ Total amount carried over from 2020/21

= Total carry over to 2021/22

<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 then 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 2020.</p> <p>Please see note above</p>	71%
<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>	52%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	33%
<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>	Yes - planned to use funding for this but cancelled this year due to covid regulations

				skills and knowledge more explicit.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1.9%
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:
PESSPA used across the curriculum, to support the children's return from lockdown, including physical development and sensory needs.	Purchase Sensory Equipment to benefit the children's emotional needs and support children's mental health	£540	Children have been using the sensory equipment to calm within classrooms and during movement breaks.	Create sensory room in school and introduce sensory circuits to support pupils with sensory needs and physical development. Introduce daily sensory circuits.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 34.7%
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>Raised confidence in the planning and delivery of PE across the school</p> <p>Teachers have a clear understanding of the progression of skills and knowledge across the primary curriculum and grow in confidence with how to deliver the curriculum</p>	<p>Purchase PE Equipment and access to the PE Hub, to raise the quality and profile of PESSPA across the school.</p> <p>Joined the Queens consortium – in class CPD through modelled lessons and modelled MSA training for active lunch breaks.</p> <p>All staff CPD through Arsenal in the community and FA PE unit.</p> <p>Isolated PE lesson reintroduced for Early Years to develop key skills.</p>	<p>£2255.74</p> <p>£7416</p>	<p>Teachers more confident to deliver the curriculum with lessons teaching progressive skills leading to the children developing greater skills.</p>	<p>Further teacher CPD to support their confidence with a greater range of sports</p> <p>Increase opportunities for children to learn from professional sports coaches, supporting increase in knowledge, confidence and skills for staff and to support the children's skills and knowledge development.</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: 23.4%

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Ensure that a wider range of sports are available for the children, in PE lessons,</p>	<p>Purchase PE Hub and review curriculum to ensure that a wider range of sports are available, with clear progression across units, years and key stages.</p> <p>Purchase a wider range of PE equipment, ensuring a wider range of sports can be played and that the equipment is of a quality to enable high quality PE</p>	<p>£455</p> <p>£6053.26</p>	<p>Children accessing a wider range of sports in PE lessons and using higher quality equipment to be successful in these sports.</p> <p>Children having more active lunch breaks and participating in a wider range of sports, including golf, table tennis, basketball, dodgeball, football and forty forty.</p>	<p>Offer more sports clubs after school.</p> <p>Review the storage of the PE and break equipment to make it easier for the staff and children to access and maintain.</p>

	<p>Train MSAs and Play leaders to provide a range of sports and activities in breaks and lunch.</p> <p>Purchase equipment for lunch and break times.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				29%
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:
Review curriculum to ensure increased opportunity for competitions across lessons, units, years and key stages	<p>Enter the Queens' Partnership to enter a range of competitions with a, b and c teams.</p> <p>Enter the Borehamwood consortium to increase the opportunities for competition</p> <p>Ensure curriculum chosen provides the opportunity for competitions within lessons, units, years and key stages</p> <p>Opportunities for competition within school through sports day</p>	<p>£7416</p> <p>£200</p> <p>£455</p>	<p>Pupils have participated in competitions within PE lessons and have explored a range of roles within competitions – including umpires/referees</p> <p>Children have not accessed enough competitions against other schools due to covid regulations. Year 2 and 4 participated in a virtual gymnastics competition.</p>	<p>Play leaders to be trained to hold more competitions within break and lunch times.</p> <p>Children to experience competitions through Moki bands.</p> <p>Work with Queens partnership to access more competitions next year – virtual if necessary.</p> <p>Money allocated to support additional swimming, to enable more children to swim and perform safe self-rescue</p>

Signed off by	
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Date:	23/07/2021

Subject Leader:	Claire Williams
Date:	22/07/2021
Governor:	Rod Woodhouse
Date:	26/07/2021