

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,590
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,808
Total amount allocated for 2022/23	£17,590
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£23,398

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	48%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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?	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:	Date Updated:	
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:
Increase the amount of physical activity through break and lunch times. Increase in the amount and quality of PE lessons undertaken.	Repeated play leader training annually to encourage physical activity at break and lunch. Signed up for the Positive Playtime Masterclass Programme to encourage active break and lunch times. PE Hub in place to support staff's confidence and delivery of the PE curriculum. Increased amount of sports on offer for all pupils through an increase of clubs. Some pupils paid to enter the clubs. Children taught about the importance of exercise in a healthy lifestyle through PE, Science and PSHE lessons.	£5808 £455	All children in class are able to access their PE lessons. Children able to discuss the sports that they have taken part in across the year. Staff confident to deliver PE lessons, with PE lessons demonstrating stronger skills development. Sports mapped against the curriculum to ensure a wide range of skills covered with clear progression. Children are more active at breaktimes with training in place for September to develop this further and encourage all children to participate.	Positive Playtime Masterclass Programme in place to promote active positive break times for all pupils. Need to participate in more competitions next year with the removal of covid regulations. Children have missed competing against other schools and this will motivate children to practise skills more outside of lessons. Teachers to complete interactive heat maps to evaluate the school day and provide more opportunities for movement. Invest in Moki bands to raise activity levels across the school day.

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:
Use physical activity to support pupils with SEMH to access the curriculum	Purchase sensory circuit equipment to support pupils with SEMH to access the curriculum	£799	Pupils with SEMH in Y1 and Reception to showed improvements in PSED, English and maths through ability to focus on curriculum.	Make sure sensory circuits rolled out across early years and key stage 1 consistently. Lead assemblies linking PESSPA with our school vision of 'High aspirations, inspiring the leaders of tomorrow' looking at the jobs and leadership opportunities available through PESSPA Extend the links with community clubs to encourage further participation, inviting clubs into school to demonstrate activities. E.g. karate, dance, gymnastics, football

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?:	Sustainability and suggested next steps:

<p>Raised confidence in the planning and delivery of PE across the school.</p> <p>Teachers to 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>Teachers to work with sports coach to develop confidence in delivering defensive and attacking games.</p>	£2520	<p>Teachers more confident in delivering a range of games and gymnastics sessions.</p>	<p>Staff training to ensure all staff confident in understanding the children's progression in skills and knowledge across the year groups. Map out the vocabulary to make the progression clear for all pupils.</p>
	<p>Teachers to work with Queens' sports consortium to develop confidence in delivering gymnastics and the use of apparatus.</p>	£6077		
	<p>Mapped out curriculum through PE Hub, ensuring understanding of progression of skills and knowledge.</p>	£455		

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

Percentage of total allocation:

Intent	Implementation		Impact	
<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>PE curriculum mapped out for all sports.</p> <p>All children to experience a full carousel of sports on sports day.</p> <p>Year 5 and 6 pupils to sample a wider range of sports.</p> <p>Additional achievements:</p> <p>First post covid sports day held for all year groups,</p> <p>Year 2 entered the virtual dance competition</p>	<p>Purchase PE hub and map out the curriculum to ensure a wide range of sports on offer.</p> <p>Arrange whole school sports day carousel with parents attending.</p> <p>Year 5 and 6 pupils to attend residential and day trips with the opportunity to try out a range of new sports – including kayaking, archery, climbing. Supplemented by school to ensure all could access.</p>	<p>£455</p> <p>£2000</p>	<p>Wider range of sports on offer for all pupils.</p> <p>Children enjoyed to try new sports and we spoke to parents of children who enjoyed a particular sport.</p>	<p>Map out competitions across the year groups, ensuring pupils have the opportunity to compete in inter school, intra school and personal best competitions.</p> <p>Further organise play leaders/sports council to run a wider range of clubs at lunch times to enable pupils to access a wider range of sports.</p> <p>Map out the sports covered by the sports coach to ensure better coverage of all sports</p>

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Physical Education

Active Partnerships
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Pupils achieved grading and passed exams in dance and karate following clubs held in school.				within those sessions. Have leaflets available after residential trips signposting children to places that they can carry on with the sports that they have enjoyed. Make links to Olympics/careers evident.
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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:
Review curriculum to ensure increased opportunity for competitions across lessons, units, years and key stages	<p>Enter the Queen's 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 opportunity for competition within lessons, units, years and key stages with competitions mapped out within units.</p> <p>Opportunities for competition within school through sports day.</p>	<p>£6077</p> <p>£455</p>	<p>Pupils entered the virtual gymnastics competition but covid hampered the amount of competitions that could be entered this year.</p> <p>Sports day was a big success with parents and children competing together.</p> <p>Competitions within PE lessons have been arranged but these need to be planned in with a balance of inter, intra and personal best competitions to make the impact greater.</p> <p>Borehamwood consortium did not run this year.</p>	<p>Staff training to ensure all staff confident with linking the competitions within units, including personal best, intra and inter school.</p> <p>Arrange school games day in October to launch competition cycle.</p> <p>Use of PSHE, assemblies and PE curriculum to promote sportsmanship and leadership in sport – including handling disappointment and learning from losing.</p> <p>Try to organise netball and football teams to participate in the local leagues or to play in some matches.</p>

Signed off by	
Head Teacher:	Fiona Ajose
Date:	19/07/22
Subject Leader:	Fiona Ajose
Date:	19/07/22

Governor:	Rod Woodhouse
Date:	19/07/22