

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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 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 2019/20	£15000
Total amount allocated for 2020/21	£17729
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6875
Total amount allocated for 2021/22	£17750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24625

Swimming Data

Please report on your Swimming Data below.

<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 2021.</p> <p>Please see note above</p>	86%
<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>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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

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 all 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: 41%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Provide more opportunities for active lunchtimes with a wider range of sports on offer.	Purchase a range of new equipment including playground dividers and tennis nets so that children can access a range of sports.	£2091.69	The dividers encouraged positive behaviours in the playground and the children took to playing the team games more seriously and sensibly since there were clear boundaries- particularly basketball and tennis. They also were used for re-enforcing spectator boundaries on Sports Day.	Keep the barriers in place for next year.
Provide high quality training sessions for a range of sports to all children.	Employed Premier Sports to provide lunchtime clubs 3 days per week that were free for the children to attend. Sports included Archery, Fencing, Table Tennis, Football, Cricket and Tennis.	£5665	It provided more structure to playtime and it raised interest in student engagement. Tennis lunch time club sparked interest in students and they were more willing to participate in their own games of tennis without an adult's encouragement.	Keep tennis nets up in Autumn 1, Spring 2, Summer 1 & 2
Ensure all children have an opportunity to learn to swim despite the pool closures over lockdown.	Covid Catch up swimming lessons (From carry forward) for 19/20 & 20/21	£2417	All of Year 5 attended swimming lessons and all children made progress.	Next year Year 4 and Year 5 will attend swimming lessons. Considering a 'mop up' target

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			Most of Year 4 attended swimming lessons. The majority of children could swim. The less confident swimmers made progress by being able to put their heads under water and start to do the front crawl.	swimming group from UKS2-PP, children that can't swim etc.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6%
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:
Provide children with opportunities to access taster sessions for a range of sports not offered in PE.	Source expert teachers in the following disciplines; yoga, Paralympic sports, Skipping workshop, Laser Tag/Tactical Games	£1327	Yoga sessions were offered to KS1 students, had a positive impact on their wellbeing and engagement. It was received well by the children especially children that needed some emotional support from playground. Paralympic guest speaker was a fantastic role model and spokesman. Whole school assembly was a success, KS1-KS2 enjoyed their class sessions. Whole skipping sessions had a positive impact- EYFS, KS1 and KS2 enjoyed their sessions and all of their taught skills were demonstrated in assembly- good progression of skills was clear throughout the sessions. Through the school council, children requested more skipping ropes at	-Continue with yoga workshops, promote new lunchtime yoga club. -Invite another Sports person for Sports Week next year -Have another skipping day led by the same company -Possibly invest in a set of Laser Tag for the school to use

			lunch time, KS1 particularly enjoyed the skipping skills and used it as their talent in the HTS. Laser Tag promoted a sense of achievement, fun and enjoyment after Y6 sat their SATs.	
Encourage children to engage in physical activity throughout the day and not just in active sessions.	Walk to School week packs to encourage children to walk or park and stride.	£77	All year groups were given a pack with a class chart, daily rewards, book marks etc. Children were engaged and enthusiastic with the challenge. Teachers took their class out for a 'daily mile' to ensure every child had the opportunity to earn their sticker. It was well received by parents since they were given options to park and stride, walk partially to school or if it wasn't possible children would earn their sticker in class by participating in the daily mile.	Repeat again. It was nicely timed with Sports Week so children were wearing sports wear every day.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
35%

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:
Upskill teachers to deliver high quality lessons using a range of activities, warmups and skill development to engage and motivate children.	Employ a PE specialist teacher 1 day a week across the trust to work with teachers to develop their PE teaching skills.	£7165	Teachers were upskilled. PE specialist helped out with monitoring sports equipment usage, order/ request missing necessary equipment such as an	Teachers can deliver lessons with more confidence. PE stock list have been kept and will be revisited every term to ensure equipment is in good

			<p>electric ball pump, footballs, tennis balls.</p> <p>PE specialist helped out with organising across the Trust sports events such as a trampoline day Y6, basketball day Y5, cricket tournament Y6.</p> <p>PE specialist helped and supported in organising sports leaders from Bushey Meads to help us on Sports Day</p>	<p>condition and keep track on which balls need replacing.</p>
<p>Ensure all PE lessons are well focused and clear assessment procedures are in place.</p>	<p>Subscribe to GET SET PE for progression of skills and curriculum coverage for Reception -Yr 6.</p>	<p>£1375</p>	<p>Had a more consistent approach to teaching lessons across the school.</p> <p>Resources were used in lessons such as videos, songs, pictures.</p> <p>Teachers could assess their students on it. Easy to view all assessment across the school.</p> <p>Plans and schemes of work were easy to adapt and deliver to students providing a better quality PE lesson from non-subject specialists.</p>	<p>More clear and concise lesson plans.</p> <p>It's useful for teachers to look what their class covered the previous year and build upon skills.</p> <p>Teachers can easily adopt and differentiate skills by looking at the steps broken down.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 4%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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 the curriculum offers an interesting range of activities and sports.</p>	<p>Source Forest School training so that all children receive 2 hours of Forest School once a week.</p>	<p>£1005</p>	<p>Children are more engaged in our outdoor learning opportunities. They are enthusiastic and excited about taking their learning around our school grounds.</p>	<p>Continue with Forest School next year. Staff and students are more familiar as to what to expect from lessons and be prepared better (changing into wellies, specific muddy areas to be aware of!!)</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Place focus on Team Games in PE lessons.	Equipment bought specifically for PE to enable teachers to teach the full curriculum. This includes new basketball hoop, bibs and a range of balls for various competitive sports.	£1613.83	Each class were assigned their own class football, basketball, tennis ball and foam rugby ball. This resulted in them being more responsible with equipment and more mindful how they play with it. The children enjoyed having the bibs during PE lessons so they were clear who was playing with who and there was less conflict amongst players.	Facilitate structured competitive games during the lunchtime break.
Provide children with different ways to compete against each other outside of PE lessons.	Invested in Moki Fitness trackers for each key stage. Ability to have class league tables and to compete against each other.	£1890	We're looking forward to collecting some data at the beginning of the term and compare student fitness levels. Each class will use them twice a half term and data will be compiled.	We'll be able to target certain year groups or children that need more encouragement to be more active.

Signed off by	
Head Teacher:	D. Harte
Date:	18/07/22
Subject Leader:	Sarah Burbage
Date:	18/07/22

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Governor:	To be discussed at November FGB
Date:	