



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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

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 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 2020** 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 2020. 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.

| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
|--|---|
| <ul style="list-style-type: none"> -Provision of a Sports coach to deliver extracurricular sessions to KS2 in addition to the requirements of the national curriculum -Provision of a Sports coach to deliver extracurricular sessions to Year 1 & 2 in addition to the requirements of the national curriculum -Development of play leaders for the KS1 playground with continued support to maximise the number of children in foundation stage and KS1 being active during break and lunchtimes -Primary PE Teacher employed to work 1:1 with staff to develop confidence and competence in teaching a high quality PE curriculum -Provision of a whole school long term plan for PESSP -Increased extracurricular provision based on Pupil voice sample for 2019/20 -Wider range of activities offered in both curricular PE and during extracurricular clubs -Increased opportunities for pupils across KS2 to represent the school in both Sport Partnership and School Games competitions -Re-introduction of a house system to increase opportunities for all KS2 pupils to represent their house in intra-school sports competitions | <p>In line with the school's two year rolling programme of curriculum development, provide staff with further professional development to support the delivery of Cycle A planning and ensure the provision of appropriate resources</p> <p>Following pupil voice feedback regarding swimming self rescue, explore additional training opportunities to increase the number of pupils who are able to meet this objective.</p> <p>Provide opportunities for staff new to an age phase to engage with 1:1 CPD to understand the expectation of teaching PE to their new year.</p> <p>Following successes at the girls' football tournament and within the netball and football leagues, continue to promote equality of access for children to represent the school at inter school level.</p> <p>Promote links with local clubs and talent initiatives to ensure skills progression in a range of sports beyond the school and Year 6</p> |

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| Meeting national curriculum requirements for swimming and water safety. | |
| 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 2020. | 95.2% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 92.9% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 73.8% |
| 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 - we will be using the under spend from the academic year 19/20 to pay for booster swimming sessions for our current Year 5 pupils who cannot currently meet the national curriculum requirements. This will be in addition to the statutory curricular swim teaching which has already been delivered to them. |

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: 2019/20 | | Total fund allocated: £18,680 | | Date Updated: 12th July 2020 | |
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| <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> | | | | | <p>Percentage of total allocation: 0.5%</p> |
| 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>-To motivate and engage pupils in weekly personal challenges and reward them for being physically active.</p> <p>-To engage all pupils in both structured and unstructured play in order to increase physical activity levels during break and lunch times.</p> <p>-Increase opportunities for children in KS1 and KS2 to engage in physical activity beyond the school day.</p> | <p>-P.E. Lead to introduce weekly personal challenges for children to engage in during break and lunch times.</p> <p>-Ensure personal challenges are well resourced</p> <p>-Provide training and continued support for Year 6 Play Leaders</p> <p>-Provide structured opportunities for play during break and lunchtimes through engaging children in fun activities and games</p> <p>-Complete a pupil voice to gain a greater understanding of the types of activities children want to engage in beyond the school day.</p> | <p>£100 - Play Leader Training and support</p> | <p>-Observed increased levels of physical activity among children at break and lunchtimes.</p> <p>-Observed that some of the less active children have engaged with the personal challenges</p> <p>-Observed a decrease in sedentary behaviours among some less active children during break and lunch times.</p> <p>-Increased engagement of Foundation Stage and KS1 children with Play Leaders during break and lunchtimes.</p> <p>-Increased engagement of KS1 and KS2 pupils within extracurricular activities.</p> | <p>-Implement 'Daily Mile' across the school to ensure that all pupils have access to regular physical activity</p> <p>-Play Leader training and implementation of the programme may be affected by the Covid-19 pandemic as children won't be able to mix bubbles.</p> <p>-Foundation Stage and KS1 and MSA staff to be provided with a range of games and activities to engage younger children with. (Youth Sport Trust - Top Play and My Personal Best to be purchased)</p> <p>Underspend to be used for: -Swimming booster sessions to be offered to Year 5 and Year 4 children in addition to the</p> | |

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| | | | | <p>national curriculum swim offer that has already been delivered. Engage with 'Making Waves' swim school and pay for children to attend holiday crash courses</p> <p>-Purchase scooter park system to promote active travel to and from school.</p> |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| | 28.1% |

| Intent | Implementation | 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: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <p>-To provide a cohesive, broad and balanced PESSPA experience for all pupils from EYFS to Year 6</p> <p>-To ensure availability of appropriate resources to teach a broad and balanced PE curriculum which takes into account the school's two year rolling class structure.</p> <p>-To promote the school's involvement in P.E. and school sport</p> <p>-To establish a school sport council as part of the requirement for the School Games 'Gold' mark in order to provide Year 5 and 6 pupils with the opportunity to plan for, organise and run sporting events and clubs to increase the profile</p> | <p>-To source appropriate planning materials to support the develop of a whole school approach to the teaching of PESSPA</p> <p>-To restructure the PE Long Term Plan to include planning for EYFS</p> <p>-To audit resources to ensure they are fit for purpose and support the delivery of the new Long Term Plan</p> <p>-To communicate the efforts of inter school teams with the wider community</p> <p>-To share regular sporting updates with all members of the school community</p> | <p>£3170* - Apex Coaching for extracurricular activities</p> <p>*Amount is significantly reduced due to the Covid-19 pandemic</p> <p>£1783 - Resources required for new curricular units or for resources to be replaced. Resources also purchased for Foundation Stage</p> | <p>-High levels of engagement in observed P.E. lessons</p> <p>-Increased staff confidence in the delivery of curricular PE</p> <p>-Pupils have access to safe equipment in curricular lessons and extracurricular clubs</p> <p>-Play leaders have equipment to run sessions for KS1 pupils</p> <p>-Increased pupil and parent engagement with School Sport based on</p> | <p>-Continue to ensure equipment is safe and fit for purpose in line with AfPE guidance.</p> <p>-To complete a yearly pupil voice to understand opinions around the variety of activities covered in curricular PE and extracurricular clubs. This has been completed this year taking a sample of children from each class but would need to be extended to all children in order to gain a full insight into preferences.</p> |

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| of PA and SS. | -To provide sports ambassador training for members of the school sports council. | outside area £350 - Ambassador Bronze Training including Subject Leader teaching cover | | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|---|--|--|
| | | | | 15.1% |
| 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>-Primary PE specialist to lead staff CPD in order to develop staff confidence and competence in delivery of PE</p> <p>-Ensure that the school has access to the current AfPE information</p> <p>-Ensure that the school has access to AfPE's 'Safe Practise in PE, SS and PA' to ensure that we continue to fulfil our Health and Safety responsibilities.</p> <p>-To ensure that staff taking clubs and sports teams have the required first aid training.</p> | <p>-Headteacher and PE Co-ordinators to engage with Primary PE CPD programme led by Get Set 4 PE</p> <p>-All teachers to receive a term of weekly timetabled CPD support - priority placed to those who have yet to receive the support</p> <p>-Purchase a copy of 'Safe Practice'</p> <p>-Book staff onto Paediatric first aid training course</p> | <p>£2389* - Get Set 4 PE Primary PE Teaching CPD</p> <p>*Amount is significantly reduced due to the Covid-19 pandemic.</p> <p>£115 - AfPE membership</p> <p>£45 - Safe Practice in PE, SS and PA</p> <p>£135 - Paediatric first aid training for class teacher to take extracurricular club and teams</p> <p>£150 - Primary PE Conference</p> | <p>-Through lesson observations, staff feedback and planning scrutiny, staff have become more confident in the planning, delivery and assessment of physical education.</p> <p>-An up to date understanding of the school's responsibilities of and those responsibilities of external providers.</p> <p>-Staff able to take sports clubs and teams to competitive fixtures.</p> | <p>Continue to employ specialist primary PE teacher to provide CPD to staff across the next cycle of teaching with an emphasis on making accurate assessment judgements.</p> <p>Ask staff to complete Google Docs questionnaire and in doing so understand which areas of the new two year rolling programme they feel least confident in. From this, SL will plan opportunities for CPD. Under spend from academic year to be used to pay for individualised CPD based on self audit of staff needs.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 16.3% |
|---|---|--|---|--|
| 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>Additional achievements:</p> <p>-To engage a larger number of pupils in extracurricular clubs in order to build positive physical activity behaviours.</p> <p>-To provide alternative activities that were not previously offered.</p> <p>-To promote awareness of sports beyond the curriculum and inspire engagement in less traditional sporting activities as well as sports where local provision is available</p> <p>-To increase awareness of inclusive and disability sports</p> | <p>-Set up further extracurricular opportunities each week through the engagement of Apex coaches. (*for funding see KI1)</p> <p>-Respond to pupil voice suggestions when establishing extra-curricular clubs.</p> <p>-Use Sports Week events to highlight Disc Golf, Parkour, Wheelchair basketball, sitting volleyball, boccia, curling and handball.</p> | <p>£1,100 – Paralympic Roadshow planned for National School Sports Week – to be rescheduled after Covid-19 Pandemic</p> <p>£1000 Wheelchair Rugby workshop from National School sports Week Summer 2019</p> <p>£950 - Subject leader cover for Sports Week</p> | <p>Children across the school to have a greater understanding of alternative, inclusive and disability sports.</p> <p>-Weekly clubs established and maintained through the autumn and first spring half term are as follows:</p> <p>Tag rugby club Football club Girls Football club Netball club Cross country KS1 multi sports club School Games prep club Basketball club Gymnastics club established but not paid for out of sports premium money in the initial instance</p> <p>More children in KS1 and KS2 took part in extracurricular clubs than in the previous year.</p> | <p>-Continue to provide a wide range of extracurricular activities – source and use sports premium underspend to provide opportunities for children to engage in activities they have said they would like access to:</p> <p>Gymnastics Dance</p> <p>£350 - Team Rubicon scouting and skateboarding workshops for KS1 and LKS2 due to take place during National School Sports Week</p> <p>£995 - Mintridge Foundation Bronze Programme due to take place in the Summer term 2020</p> <p>-Develop club links with the local community to ensure progression of skills beyond Year 6</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--|---|---|
| | | | | 9.9% |
| 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: |
| <p>-To ensure all KS2 pupils participate in intra school sports competitions</p> <p>-To create opportunities for Year 3 & 4 pupils to represent the school in competitive sport</p> <p>-To ensure full participation in all of the local Sport Partnerships events.</p> <p>-To promote communication and team work skills through by establishing a mixed year group relay race as part of Sports Day</p> <p>-To develop leadership skills, confidence and self esteem by providing pupils with non-sporting roles during inter house competitions</p> | <p>-Establish new House Teams and intra school competitions</p> <p>-Engage with School Games and local inter school competitions</p> <p>-Engage fully with local school sports partnership events</p> <p>-To develop the role of the School Sport Council in planning for and organising inter house sports competitions.</p> | <p>£250 - Harpenden School Games Consortium membership</p> <p>£1600 – St Albans School Games Consortium membership</p> | <p>-Full participation of KS2 pupils by either representing, playing or refereeing intra school sports competition</p> <p>-School Games events weren't attended due to Covid-19</p> <p>-Some Sports Partnerships events were attended due to Covid-19</p> <p>-School Sports Council planned and organised a Year 5 and 6 Dodgeball tournament – unable to deliver due to Covid-19</p> <p>-Impact affected due to limited opportunities run prior to Covid-19 lockdown</p> | <p>-Continue to buy into the offer of local Sport Partnership and School Games to provide children with the opportunity to represent the school</p> <p>-Extend the number and variety of competitions that are entered in order to aim for 'Gold' school games accreditation 2020/2021</p> <p>-Carefully plan opportunities for age phase inter house sporting competitions against PE Long Term Plan and major elite sporting competitions</p> |

Unspent PE and Sports Premium funding in 19/20 to be carried forward to 20/21: £5,543

20/21 sports premium: £18,680

Total budget available in 20/21: **£24,223**

****Please see items in items bolded in red to see where money had been planned to be spent this year and will rollover to the next academic year should easing of the Covid-19 restrictions continue to progress****

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| Signed off by | |
| Head Teacher: |  |
| Date: | 12 th July 2020 |
| Subject Leader: | Stuart Barker |
| Date: | 12 th July 2020 |
| Governor: | |
| Date: | |