

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](#)

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2.3k
Total amount allocated for 2020/21	£18.7k
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13.2k
Total amount allocated for 2021/22	£18.7k
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£32.0k

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 2020.</p> <p>Please see note above</p>	91.3%
<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>	91.3%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86.9%
<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

Academic Year: 2021/22		Total fund allocated:		Date Updated: 18/7/22	
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: 48%
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:
<i>Physical education, school sport and physical activity will contribute to a pupil's emotional and physical wellbeing...</i>	<p>Engage in 'Active Mile' initiative</p> <p>Ensure teachers are able to measure pupil achievement in the 'Daily Mile' in age appropriate ways.</p> <p>PE Teaching Assistant has been sourced with the aim to provide further and individualised support to children within PE lessons and at lunchtimes.</p> <p>To train PE TA to team teach confidently.</p> <p>Timetable PE assistant to classes identifying individuals who require individualised support</p>		£15.4k	<p>Some classes engaged in active mile initiative on a weekly basis and recorded the time it took children to complete a set distance. Pupils challenged themselves to beat their time.</p> <p>KS1 classes regularly engaged in extended movement breaks within the classroom</p> <p>PE TA has increased the activity levels of those children less confident and less active within PE lessons, clubs and at lunchtimes.</p> <p>Positive feedback from teachers around the effectiveness of the</p>	<p>-Increase the consistency with which the 'Active Mile' across the school to ensure that all pupils have access to regular physical activity</p> <p>To train new Year 6 in Playleaders to ensure activity in KS1.</p> <p>-Employment of PE TA will continue to allow less active and confident pupils to increase their physical activity levels</p>

	Engage in dialogue with teachers to determine the effectiveness and impact of PE assistant in raising physical, social, cognitive or affective outcomes Additional booster sessions to be arranged for children not meeting National Curriculum requirements.		PE TA during PE lessons and at break and lunchtimes in increasing the self-confidence of individuals with lower self-esteem. SEND and less able children have developed skills in small 1:4 sessions with PE TA.	
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?:
<i>..Pupils will be given opportunities to build the knowledge, skills and motivation to lead a healthy, active lifestyle within school and beyond.</i>	To engage Year 6 in cycling proficiency to enable them to make positive and safe choices about travel. To engage the Mintridge Foundation in acquiring visits from professional sports people from two different disciplines. To engage the Mintridge Foundation in identifying and acquiring visits from professional sports people from two different disciplines. Herts Disability Foundation to	£1.7k	95.6% of Year 6 have successfully completed their cycling proficiency. Pupils across the school have benefitted from a para athlete visit in the summer term and will have the postponed female rugby athlete from the summer term in the Autumn term 2022. KS2 pupils all benefitted from a Wheel Chair Basketball session	Sustainability and suggested next steps: To consider Y5 and Y6 bikeability for next year subject to availability. Continue to have regular articles for the school newsletter written by teachers taking clubs and fixtures Assemblies based on the five ways to wellbeing to encourage increased activity levels.

	<p>promote different physical activity – Boccia and Wheel Chair Basket Ball</p> <p>Regular articles for the school newsletter written by teachers taking clubs and fixtures.</p> <p>Sports events shared in assemblies.</p>		<p>and boccia session raising the awareness of disability sport.</p> <p>Profile of Sport raised across the school and children motivated to do well.</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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:
<i>Through the development of physical literacy, pupils are given opportunities to build the knowledge, skills and motivation to lead a healthy, active lifestyle within school and beyond.</i>	<p>Teachers CPD</p> <p>Ensure children within KS1 continue to develop their physical literacy having missed large amounts of time in EYFS and KS1</p> <p>To ensure team teaching from</p>	£5.6k	<p>Teachers new to Key stage upskilled in delivery of PE across the KS1 curriculum.</p> <p>Increased teacher ratio classes to address children who with underdeveloped gross motor skills from the initial Covid-19</p>	<p>PE TA to attend courses to develop all round delivery.</p> <p>Subject lead to encourage staff to play an active role in engaging in self-reflection to identify individualised areas for development.</p>

	<p>Teacher and PE TA to ensure maximum skill development across the school.</p> <p>Monitor the effectiveness of CPD for staff through dialogue with staff</p> <p>Monitor the effectiveness of the PE specialist through lesson observations</p> <p>Engage in dialogue with all members involved in the CPD process to ensure outcomes for pupils are maximised.</p>		<p>lockdown.</p> <p>Increases in physical literacy among those children in Year 1 and 2 observed.</p> <p>Feedback from teaching staff has been positive and has allowed them to observe children within their class.</p> <p>Monitoring took place throughout the year and identified that a full time PE Teaching Assistant would be extremely valuable in providing individualised support for lower attainers and those with SEND</p>	<p>To run some targeted clubs for KS1 in autumn 2022 to help skill development.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 27%</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><i>Opportunities in class and outside the teaching day will expose pupils to a range of sporting activities...</i></p>	<p>To provide opportunities for children to engage in a minimum of 60 minutes of moderate to vigorous physical activity a day by increasing the extracurricular offer across the school</p> <p>Engage Apex Coaching in dialogue</p>	<p>£8.5k</p>	<p>Club attendance data shows an increase in pupils attending clubs from Autumn 2021 to Summer 2022</p> <p>Successful engagement with Apex Coaching to deliver the schools</p>	<p>Maintain current extracurricular clubs offer utilising class teachers and PE TA to run internal clubs. Seek additional clubs for KS1 and LKS2</p> <p>Provide opportunities for</p>

	<p>about the schools extracurricular offer.</p> <p>RWP year 10 to run a dance club.</p> <p>Identify need for clubs across LKS2 and KS1 and engage Apex in dialogue to identify the extent to which they can fulfil our intended provision</p> <p>Timetable coaches and clubs ensuring that where waiting lists occur, extra coaches or members of teaching staff are present to maximise engagement</p> <p>Ensure pupils in Year 6 have a wide range of opportunities to engage in water sport activities and alternative sports before they leave primary school</p> <p>Pupils to engage in a wider range of activities during National School Sports Week – Boccia, Skateboarding, Wheelchair Basketball</p> <p>Development of Forest School and implementation of outdoor</p>		<p>extra curricular programme as all clubs were always offered.</p> <p>Year 6 engaged in a day trip to Willen Lakes to provide them with the opportunity to engage in a variety of team activities and Water park fun.</p> <p>Increased attendance at football club</p> <p>Opportunity for children to try new activities, and improved well-</p>	<p>children to engage in activities they have said they would like access to: Gymnastics Dance</p> <p>Subject Lead to complete an updated pupil voice around clubs in the Autumn term and to adjust provision according to feedback in the Spring term 2023.</p> <p>Funding built into forecast to enable similar opportunities.</p> <p>Review availability of 3g pitches at Roundwood Park in Sept 2022 – no current availability due to Covid 19</p> <p>Explore Forest School learning opportunities for more year</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	learning provision for all ages across the school		being and social development.	groups in 22/23
--	---------------------------------------------------	--	-------------------------------	-----------------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2%
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:
<i>Opportunities in class and outside the teaching day will expose pupils to a range of sporting activities providing them access to competitive and non-competitive pursuits.</i>	<p>Ensure that regular opportunities for competitive sports are offered during the Spring and Summer terms</p> <p>Scheduling of School Sports Day to provide children with the opportunity to take part in competitive sports</p> <p>Ensure football goals are fit for purpose and safe for competitive games</p> <p>Resources for EYFS and netball fixtures</p>	£0.7k	<p>Pupils have engaged in a range of competitive opportunities within curricular Physical Education lessons.</p> <p>School Games events allowed LKS2 to compete in Tennis, Commonwealth Games day and Tag Rugby.</p> <p>Pupils engaged in athletics based competitions during age phase sports day</p> <p>Increase in active play for EYFS children as equipment is readily available.</p>	<p>-Continue to buy into the offer of local Sport Partnership and School Games to re-engage children with competitive sports and in the process provide children with the opportunity to represent the school</p> <p>-Extend the number and variety of competitions that are entered in order to keep our Gold Status for school games accreditation 2022/23</p> <p>-Utilise PE TA to carefully plan opportunities for age phase inter age phase sporting competitions against PE Long Term Plan and major elite sporting competitions</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Holly Byfield
Date:	18/7/22
Governor:	
Date:	