

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](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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £19,010 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ |
| Total amount allocated for 2021/22 (Allocation to be confirmed in September 2021) | £ |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ |

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

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| 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. Please see note above | 88% |
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| 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 | 88% |
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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 75% |
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| 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 |
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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.

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| Academic Year: 2020/21 | | Total fund allocated: £19,010 | | Date Updated: 15/9/2021 | |
| 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 | | | | | Percentage of total allocation: |
| | | | | | 84% |
| Intent | | Implementation | | Impact-review July 2021 | |
| 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?: |
| <ul style="list-style-type: none">To help provide a recovery curriculum amidst the pandemicTo help reduce the risk of obesity and inactivityHelp develop physical development including gross and fine motor skills leading to better balance across the age rangeReduce the effects of a sedentary lifestyle and lock down | | Introduce KM/mile a day – Pupils will walk or run at a self-selected pace for approximately 15minutes daily for KS2. | | £7000 | -COVID restrictions & lockdown prevented a lot of the plans from being implemented. |
| | | Purchase appropriate play equipment | | | -Daily mile not introduced due to bubble restrictions & social distancing measures in place. |
| | | | | -Staff on duty with bubbles at playtime (20mins) and lunchtime (60mins) have been trained to encourage pupils at least 30mins of high impact physical activity each day. | -With restrictions easing, explore how to incorporate daily mile into daily routine. |
| | | | | -Investment made into playtime/lunchtime equipment to support this physical activity. Rotas put into place ensuring a variety of activity available (football, skipping, hoops etc) | -Continue training & monitoring of support staff to encourage physical activity during unstructured times. |
| | | | | | -Purchase more playground equipment to encourage physical activity engagement. |

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| <ul style="list-style-type: none"> Pupils across KS1 and 2 to be engaged in regular physical activity Increase activity levels of pupils within KS1 and 2, with a focus on girls in years 5 & 6 Year 5/6 to be trained as playmakers to help deliver activities at lunchtime once COVID guidance permits Increased opportunities to develop sports specific skills, spatial awareness and teamwork within a balanced curriculum offer . | <p>Review lesson format. Implement two 50 minute lessons a week rather than one 100 minute</p> <p>Increase the range of equipment available for pupils to play with at break and lunchtime. Consider the impact of COVID 19 – equipment to be available for each bubble.</p> <p>Harlequins to deliver METTLE and tackling health</p> | £3000 | <p>-Timetabling and use of space due to COVID restrictions made it difficult to separate the 2 PE lessons each week. KS1 staff able to implement 2 separate lessons.</p> <p>-Girls in Year 5/6 targeted by external programmes/coaches (Girls FA) & activity levels increased. Rotas put into place for girls only games so that confidence was increased.</p> <p>-New PE curriculum introduced with practice beginning to be embedded through high quality monitoring. Has led to more focus on specific skills and spatial awareness.</p> <p>-Playleaders from secondary phase used to support pupils when restrictions eased.</p> | <p>-Continue with girls focus on physical activity through targeted support & girls only rotas.</p> <p>-Girls FA hub status will enhance this support & build confidence.</p> <p>-Train up Year 5/6 playleaders now that bubble restrictions eased.</p> |
| <ul style="list-style-type: none"> Increase the amount of physical exercise pupils participate in Continue to develop and embed healthy competition between houses and other schools. Increase the range of activities Create lifestyle habits that can be sustained following the end of beat the street | <p>Promote beat the street</p> <p>Harlequins to deliver METTLE and Tackling health</p> | | <p>-School Travel Plan Silver award achieved with more pupils travelling to/from school in a more active way (walk, scoot, cycle).</p> <p>-Pedestrian & cycling training offered to pupils via local training schemes.</p> | Continue to promote & now aim for Gold status. |
| <ul style="list-style-type: none"> Increase engagement in regular physical activities Improve teacher expertise with early years and KS1 Provide a more diverse mix of COVID friendly activities at break and lunchtime | <p>Provide INSET for relevant staff and ATs</p> <p>Identify specific areas that staff would like support with</p> | £1000 | <p>-Staff on duty with bubbles at playtime (20mins) and lunchtime (60mins) have been trained to encourage pupils at least 30mins of high impact physical activity each day.</p> | |

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| <ul style="list-style-type: none"> Swimming lessons offered to all pupils in Years 4 and 5 | <p>Lessons delivered by local professionals in a high quality, purpose-built local venue.</p> <p>VKE to ensure that provision includes development that teaches pupils to :</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations | £5000 | -Swimming did not happen after November due to restrictions in place. | -Swimming to be restarted with focus on Year 5/6. |
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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: |
|---|---|--------------------|--|--|
| | | | | 5% |
| Intent | Implementation | | Impact-review July 2021 | |
| 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: |
| <ul style="list-style-type: none"> Increase participation in competitive sport within the school environment Experience a broad range of sports to develop physical, mental and social well-being Create a greater understanding of sports and activities covered in lessons through a curriculum that develops a wide range of skills Raise the profile of PE with all | <p>Engagement in the schools competition calendar provided by sport impact</p> <p>Participation in school house competitions</p> <p>Use of social media, school website, assemblies and the newsletter to share success</p> <p>Use of Getset4PE to provide a skeleton</p> | £1000 | <p>-When restrictions eased, school has been involved in competitions with other schools.</p> <p>-Wide range of after school clubs in place & oversubscribed.</p> <p>-New PE curriculum introduced with practice beginning to be embedded through high quality monitoring.</p> | Continue & embed further. |

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| <ul style="list-style-type: none"> stakeholders by celebrating sporting achievements Pupils will gain an understanding of sportsmanship through the virtues led approach | <p>plan for schemes of learning</p> <p>Celebration of sportsmanship within and demonstration of the virtues in a sporting context within lessons</p> | | <p>-House competitions restarted when restrictions eased.</p> | |
| <ul style="list-style-type: none"> Raise the profile of PE with all stakeholders by sharing information about the events Increase opportunities for participation in activity Improve fitness and coordination Develop a greater understanding of sportsmanship through the virtues led approach Create further opportunities for the playmakers to develop leadership skills further once COVID guidance permits Increased opportunities for pupils to engage in competition, initially within school | <p>Broaden the range of House competitions offered</p> <p>Introduce active play through story telling for KS1 and 2 girls</p> <p>Involvement in FAGSH</p> | | <p>See above</p> | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 5% |
| Intent | Implementation | | Impact-review July 2021 | |
| 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: |
| <ul style="list-style-type: none"> • Increase confidence, subject knowledge and skills of relevant staff teaching early years KS1 PE. • Improve teachers' expertise to improve pupil progress through KS1 • Increase provision of high quality teaching and learning | Provide relevant INSET for KS1 teachers Work with the KS1 PE coordinator Relevant staff to attend active play through story-telling and the primary teachers award VKE to carry out regular learning walks | £1000 | -All staff in KS1 trained up to deliver PE using new scheme. -KS1 PE lead has settled into role & has been supported by PE specialist team. | -Mirror similar CPD/support model in KS2 next year as all KS2 teachers will be teaching PE. -Plan in further support from VKE & NSE as secondary team no longer involved in direct teaching in primary. |
| <ul style="list-style-type: none"> • PE specialists to attend relevant primary phase, specific CPD to develop greater knowledge to ensure high quality delivery of PE and school sport | Relevant CPD for targeted staff | | | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | % |
| Intent | Implementation | | Impact-review July 2021 | |
| 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: |

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| <ul style="list-style-type: none"> • Create greater amounts of physical activity at break and lunchtime • Improved self-confidence of leaders • Increased opportunities for pupils to learn how to play a variety of sports • Leadership skills to be promoted in all PE lessons • Improved self-confidence of pupils within PE lessons | <p>Equipment provided for each bubble</p> <p>Where COVID guidance permits, use of leaders to support with delivery. Leadership programme to commence when COVID guidance permits.</p> <p>Leadership skills to be developed with PE lessons for KS2</p> <p>Reward pupils for demonstration of virtues within lessons</p> | <p>Part of sport impact £3000</p> | <p>-Staff on duty with bubbles at playtime (20mins) and lunchtime (60mins) have been trained to encourage pupils at least 30mins of high impact physical activity each day.</p> <p>-Investment made into playtime/lunchtime equipment to support this physical activity. Rotas put into place ensuring a variety of activity available (football, skipping, hoops etc)</p> | <p>Continue to embed.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--------------------|--|--|
| | | | | 5% |
| Intent | Implementation | | Impact-review July 2021 | |
| 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: |
| <ul style="list-style-type: none"> Review the curriculum map to ensure that it provides continuity across each key stage and accounts for the effects of the pandemic Develop fundamental skills and enable pupils to gain knowledge and understanding about a variety of sports and activities, whilst helping to develop an experience of healthy competition within lessons Ensure pupils are able to enjoy and achieve. Furthermore, ensure that they feel safe to explore in the environment created Embed the school virtues and link to elements of sportsmanship Focus on developing healthy active lifestyles and an understanding of the importance of exercise | Gain specialist support from sports impact to provide a framework designing a curriculum map Use of Getset4PE Carry out learning walks across the Key Stages to ensure consistency Work in line with the PE coordinator for key stage 1 and the early years Purchase an appropriate app to support this at home | £1010 | -All staff in KS1 trained up to deliver PE using new scheme. -KS1 PE lead has settled into role & has been supported by PE specialist team. -Sports Impact team have supported well. | Continue with Sports Impact support & embed further. |
| <ul style="list-style-type: none"> To support all teachers who deliver PE To provide a resource to help create an effective curriculum map. Ensure all teachers have access to Getset4PE and that are able to use this effectively | Provide INSET on Getset4PE | | | |

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| Signed off by: | |
| Head Teacher: | Sukhi Rai |
| Date: | July 2021 |
| Subject Leader: | Vicky Graham-Kelly |
| Date: | |
| Governor: | LGB |
| Date: | |

| 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: |
| | | £ | | |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |