



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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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 away 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 samethreeheadingswhichshouldmakeyourplanseasilytransferablebetweenworkingdocuments.

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 revise 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.

Werecommendyoustartbyreflectingontheimpactofcurrentprovisionandreviewingthepreviousspend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July2022.**



Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£19,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,800
Total amount allocated for 2021/22	£19,500
Total amount of funding for 2021/22. To be spent and reported on by 31 st July 2022.	£18,650

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 a 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 2020. Please see note above	86.6%
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	69.8%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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: July 2022	
Key indicator1: The engagement of <u>all pupils in regular physical activity</u> —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:
All children to receive two hours of high quality PE teaching per week.	All teachers have PE timetabled for two hours weekly. Re-introduction this year of fuller curriculum, to include gymnastics and dance. Some input from external provider for some year groups.	£2,520 (Prem)	Impact from pupil surveys and observations shows children overwhelmingly engaged and enthused by PE.	
School curriculum map to remain flexible to meet the needs of cohorts and to allow opportunities to take part in school games competitions.	Premier Sport coach has had 30 mins per week timetabled to target disaffected pupils (over two terms).	£1,620 (Prem)	Each of these pupils (6), have improved their willingness to engage in curriculum PE and have embedded particular skills.	
Re-introduction of extra-curricular clubs and encourage engagement.	-Premier Sports have provided clubs twice weekly, throughout the year for different year groups	£1,620 (Prem)	Multi-sports for year 3 (20 children with 10 changing in term one part 2), Multi-sports for year 2 (20 children with 10 changing in term one part 2), Multi-sports for year 4 (20 children over 2 terms),	Investigate other external providers for specific sports Target interventions for pupils not engaging in physical activity outside of school hours. Continue to improve the

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Create opportunities for pupils to take ownership of their physical activity at breaks and lunchtimes	-Girls football coaching and matches took place for 2 and a half terms with inter school matches. -Boys football coaching and matches took place for two and a half terms, with inter school matches. (year 6) -Choi Kwang do martial arts club. -Dance club year 4	Football subscriptions £70 £1,350	Athletics for year 6 girls (half summer term-11 girls). Year 5 boys football club (one term)19 boys. 25 members from year 5 and 6 attending weekly sessions from September-May. 26 club members (year 6), attending weekly sessions from September-May. 26 members KS 2 Sept-July. 30 children attended weekly sessions, in preparation for their performance at Stevenage dance festival	provision for whole school extra- curricular sport
	Cricket club (summer term) year 6	£270	Ten children attending weekly.	New external Dance provider booked for next academic year, following taster delivery.
	Netball coaching has taken place for years 4,5,6 over 2 and a half terms (another provider)	£400	53 girls	
	Large investment in equipment to support children in being more active at playtime and lunchtime. With activity zones.	£1,200 (+supp from PSA)	Lunchtime storage units and equipment provided for every class, allowing MSA's to oversee games. As a result, children engaged more in physical activity, given opportunity to embed physical skills. Fewer children were inactive. Behaviour improved. Children take responsibility for resources.	Current practise is embedded and routine with staff and pupils. Continue pupil voice through active surveys and regular audit of equipment, to ensure pupils' needs are being met.
	KS1 upgrade of outside area	£4,800		

Key indicator2:The profile of PESSPA being raised across the school as a tool for whole school improvement				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</p> <p>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>School is focussed on the benefits that healthy lifestyles can bring for overall well-being, in all areas of the curriculum</p>	<p>Daily mile re-introduced during Daily Mile week</p> <p>-Well-being enrichment day(Premier)</p> <p>-Frequent sharing of online well-being resources by SENCO and participation in Well-being weeks.</p> <p>-Well-being area and activity trail set up within school</p> <p>Sports events/achievements are celebrated/shared in assemblies, notice-boards or tweets. End of year assembly has five prestigious sports trophies awarded.</p>	<p>£300</p>	<p>Children experience discreet intra competition but, more importantly, the pursuit of personal targets, competition with oneself. Opportunity to improve stamina, following Covid restrictions. Observations showed a steady integration into curriculum time, particularly Reception.</p> <p>-Children achieve greater awareness of the importance of well-being, backing up RSHE curriculum.</p> <p>-Children in need of well-being promotion can visit these areas on request, giving much needed time-out. Building of resilience.</p> <p>Pupils and parents aware of school focus on increasing levels of activity in PE. Pupils gain self-esteem and peer respect.</p>	<p>Investigate opportunities for B and C teams to compete at inter school level.</p>

<p>Strong emphasis on TEAMWORK skills-Together Everyone Achieves More-</p> <p>Pupils aware of pathways to access PE outside of school</p>	<p>Annual school sports day, with strong emphasis on inclusion.</p>	£200	<p>Whole school participation, divided into 5 teams. Competing through ten activities based on skills developed through the year, as teams, followed by running races. All experience intra competition. Parents invited, made aware of importance of PE' increasing levels of activity.</p> <p>Some children attend holiday clubs, extra-curricular clubs outside of school. Two boys sent for trials for District football team.</p>	<p>Maintain links</p>
	<p>Communication with pupils and parents online. Also via sports notice-boards.</p> <p>Pupil voice via active surveys conducted periodically.</p>	£300		

Keyindicator3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>Your school focus should be clear</p> <p>What you want the pupils to know</p> <p>And be able to do and about</p> <p>What they need to learn and to</p> <p>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>Children to be reintroduced to the fuller curriculum now that Covid restrictions are lifted. No longer limited to outdoor games and OAA. Now aiming to follow our new programme of skills overview (not implemented due to Covid).</p>	<p>CPD/up-skilling provided by Premier Sports coaches for two whole mornings per week, throughout the year. Delivering progressive schemes of lessons with class teacher observing. Both Reception classes (two terms). Both year one classes (two terms). Both year 3 classes (two terms). Both year two classes (one term). Both year 5 classes (one term).</p>	<p>Premier</p>	<p>Good practice made available to a number of staff, enabling them to witness the delivery of high quality PE and be more confident and competent in delivering a progression of high quality PE themselves, for the benefit of the children.</p> <p>Children experience a broader structure of activities and gain a wider curriculum knowledge. Now able to incorporate skills learnt in lessons into small sided games, with greater tactical awareness and building of confidence. Reception and KS 1 building fundamental skills and locomotion across terms.</p> <p>Now competent to deliver curricular and extra-curricular football.</p> <p>Children experience a catch-up progression of gymnastic skills, which have been missed during the two years of Covid. Now able to incorporate learnt skills into sequences of movement.</p> <p>Children made aware of vital importance of PE as a tool for personal improvement.</p>	<p>Teachers, independently, implement schemes of lessons they have observed, during the following year.</p>
<p>PE co-ordinator to keep updated on current curriculum trends and opportunities via weekly input from Sporting Futures.</p>	<p>NQT followed an online training programme on teaching Key stage 2 football.</p> <p>PE co-ordinator provided half term of up-skilling in gymnastics for NQT and also for teacher new to year 4.</p>	<p>Sporting Futures Annual subscription:</p> <p>£4,000</p>		<p>Premier Sports provide a portal of lessons taught for each of the up-skilled teachers, with assessments</p> <p>Back-up for co-ordinator to deliver extra-curricular clubs.</p>
<p>Notably, to attend deep dive training, to gain greater knowledge of Ofsted expectations.</p>				

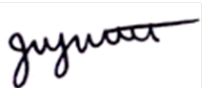
Key indicator4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation	Impact	
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>
<p>Sustainability and suggested</p>			

What you want the pupils to know And be able to do and about What they need to learn and to Consolidate through practice:	Achieve are linked to your intentions:	allocated:	Pupils now know and what Can they now do? What has changed?:	Next steps:
<p>Additional achievements:</p> <p>Broaden pupils' sporting experience through external providers.</p> <p>(Broad does not mean so much content that we miss out on a depth of learning but varied and inclusive for everyone).</p> <p>Re-introduction of swimming to the curriculum.</p> <p>Re-introduction of residential stay for year 6, with accompanying OAA activities</p>	<p>Attend Sporting Futures festivals and on tour activities: cross-country, indoor athletics, competition to promote girls' football, dance festival, year 6 rowing, Commonwealth day for year 5, Action mats programme for year one and year 4, Ultimate Frisbee for year 6.</p> <p>Fit Kidz programme introduced for both year 3 classes over a period of weeks.</p> <p>Three enrichment days provided by Premier Sport for whole school: Dance, Well-being, Commonwealth day.</p> <p>PE co-ordinator to attend and monitor progress for two terms (having completed online catch-up programme provided by swim England). Two terms, weekly, at the local pool for year 4 (having missed in year 3).</p> <p>Year 3 now attending in the summer term.</p> <p>Year 6 to attend a residential stay at Cuffley County Camp for several days.</p>	<p>Sp. Fut</p> <p>Premier</p>	<p>Children experience the challenge of inter and intra competition as well as the opportunity to improve personal bests.</p> <p>Experience more varied OAA</p> <p>Learn about new pathways.</p> <p>As above and children enjoy learning about different ways to keep fit and how to handle fitness equipment.</p> <p>Children have greater knowledge of healthy lifestyles. Experience less mainstream sports eg archery.</p> <p>All children assessed at the start of the year, placed in differentiated groups, and all progressed through new levels of achievement after two terms.</p> <p>Acquisition of independence and teamwork skills and experience of non-mainstream activities eg climbing.</p>	<p>Maintain links for following year</p> <p>Pathways communicated by sports notice-boards.</p> <p>Year 3 will continue for two terms when moving into year 4</p>

Keyindicator5:Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>Your school focus should be clear</p> <p>What you want the pupils to know</p> <p>And be able to do and about</p> <p>What they need to learn and to</p> <p>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 an steps:</p>
<p>Increase the number of pupils participating in a greater range of competitive opportunities. Ensure competition is accessible to all pupils and viewed as a chance to improve personal performance.</p> <p>With the gradual removal of Coronavirus restrictions, to re-introduce participation in inter school competition and maintain some intra competition</p>	<p>Staff to support pupils' engagement with positive competition situations in lesson time.</p> <p>Took part in various Sporting Futures competitions. Notably, winning medals in cross country and indoor athletics. Took part in each of the boys and girls football competitions and girls netball competitions. Boys won the football league. Girls won the summer netball tournament and the netball league.</p> <p>Year groups 4, 5, 6 took part in virtual athletics competition organised by Sporting Futures.</p> <p>Annual sports day re-introduced for whole school (based on prior experience of activities). Eleven events for 5 teams</p>	<p>Sporting Futures</p> <p>Football memberships</p> <p>Sporting Futures</p>	<p>Pupils better prepared for intra and inter-competitions. Opportunities to raise self-esteem and gain peer respect. Observations show that competition has clearly elevated engagement.</p> <p>Experience of inter competition</p> <p>Experience of inter and intra competition.</p> <p>Extra –curricular clubs all involved some element of intra competition.</p>	<p>Subscribe to these organisations next year</p> <p>Arrangements made to re-introduce Gaelic football for next year with external provider.</p>

Signed off by	
Head Teacher:	
Date:	21 st July 2022
Subject Leader:	<i>Roger Jennings</i>
Date:	21 st July 2022
Governor:	
Date:	