

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

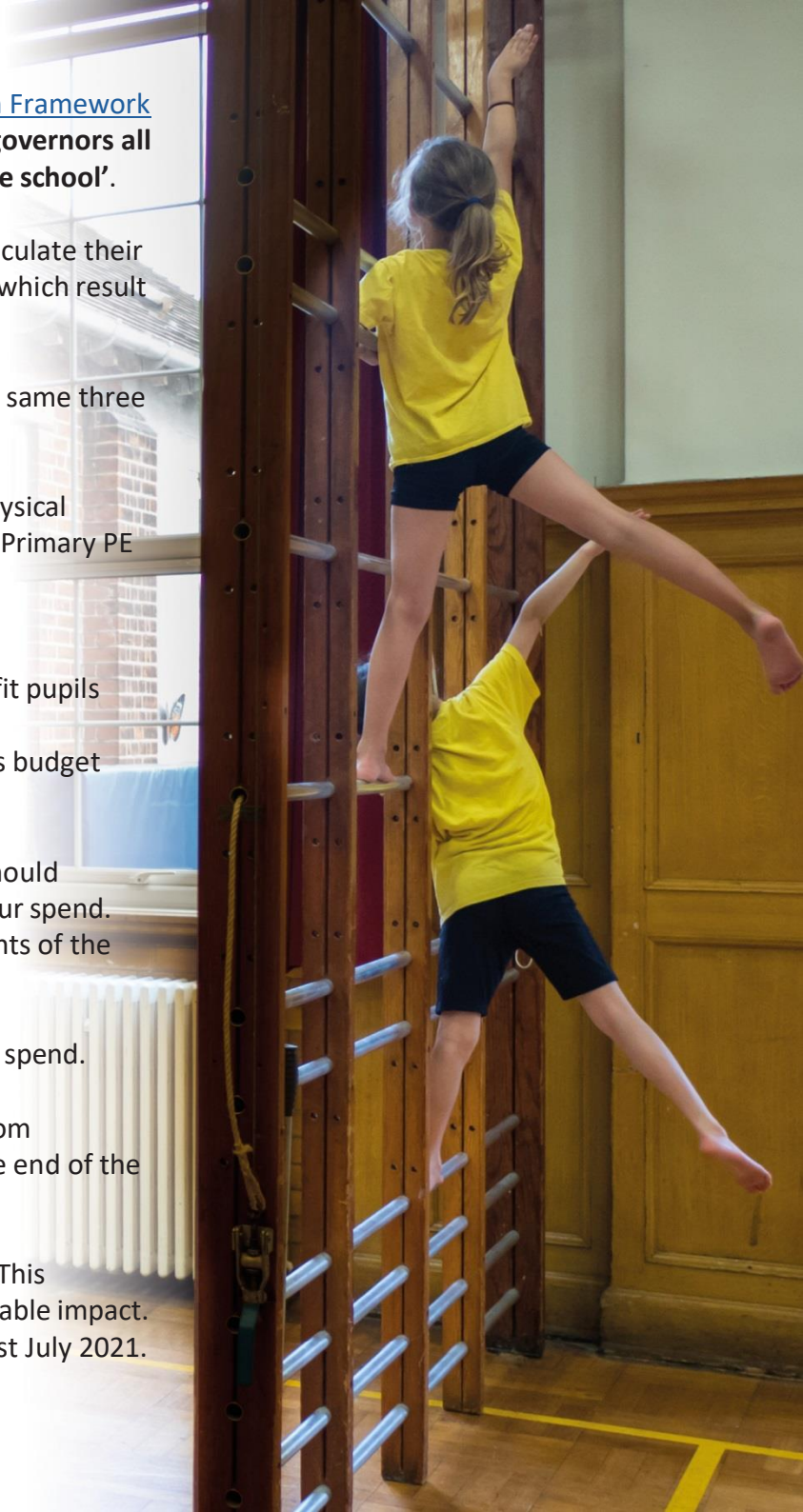
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Increased opportunities for physical activity at playtime and lunchtimes – new equipment used daily.</p> <p>Increased inter-school sports events inc Year 1 attending Football Festival and virtual events for KS2 in the Summer term 2020.</p> <p>Began weekly active learning sessions for Maths using Teach Active Subscription.</p> <p>Sporting achievements celebrated in newsletter and on new noticeboard.</p>	<p>Continue to develop opportunities for competitive events - virtually and where possible in person.</p> <p>Increase engagement in physical activity for all pupils, including extending active learning to include English/Phonics and Science, in addition to Maths.</p> <p>Improve and extend physical opportunities in EYFS.</p> <p>Improve PE teaching and learning across the whole school through provision of PE CPD for all teachers (in response to Staff Confidence Survey completed in Summer 2020), engaging CUCT and subscription to GetSet4PE.</p> <p>Provide high quality opportunities for OAA on site.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Total amount carried forward from 2019/2020: £7190

+ Total amount for this academic year 2020/2021: £16,000 plus £10 per pupil: £1800 = £17,800

£7190 plus £17,800 = £24,990

<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 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>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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 the future.

Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
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: 29.4%
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:
Increase children's engagement in regular physical activity and improve physical opportunities in EYFS.	Teachers to plan weekly active sessions for both Maths and English. Purchase of physical activity resources inc for EYFS (new trikes, balance bikes and climbing wall) and resources to use for active maths and English. Music system for dance purchased.	Subscription to 'Teach Active' English: £200, plus renewal for additional year: £975 £5987 £180 TOTAL = £7342	Teachers deliver weekly active maths and English/phonics sessions, thereby increasing children's physical activity levels. Teachers upskilled through training delivered by 'Teach Active'. New equipment for EYFS used daily, providing wider opportunities for physical development. Music played at playtime and lunchtime, children more active – dancing. Music system also available for outdoor dance lessons and events.	Continue to develop outdoor/active learning across the curriculum.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13.8%
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:
Introduce a range of team sports at lunchtime and upskill staff by working with and observing CUCT coach.	Engage CUCT and sports coach for lunchtime hockey, basketball, handball and football.	£3450	Staff upskilled to teach different sports, staff confidence increased, chn took part in a range of team sports.	Offer after-school clubs in 2021-22, Covid permitting.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8.4%
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:

Improve PE teaching and learning and raise staff confidence levels through access to high quality resources, training, support and mentoring.	Get Set 4 PE 3 yr Subscription	£1650	Subscriptions used for planning, helping teachers to deliver high quality, well-sequenced lessons. All teachers completed at least one course – immediate impact seen for dance and gymnastics. Tennis coaching has upskilled KS2 teachers.	Improve PE assessment using GetSet4PE. Reassess CPD needs of staff in 2021-22.
	Renew Complete PE Annual Subscription	£105		
	Herts PE Month of CPD	£300		
	LTA Coach (10 hrs - as part of LTA Schools Youth Program)	£35		
		TOTAL = £2090		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

8.7%

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:
Introduce new sports such as tri-golf. Skipping workshop to teach chn play/lunchtime games and upskill teachers, TAs and MSAs to lead chn in skipping games. Improve provision for OAA on site.	Purchase tri-golf equipment and take part in inter-schools virtual competition. (Possible coaching as part of NESSP package – see KI5)	£367	KS1 and KS2 took part in a tri-golf interschools competition (virtual) and a tri-golf day within school. Coaching and planning resources received as part of the package. Staff upskilled to teach tri-golf.	Plan an intra-school tri-golf competition with Year 4 children as sports leaders.
	One day Skipping Workshop for YrR to Y4 with MSAs included to boost lunchtime provision and purchase of new skipping ropes.	£550	Staff able to lead skipping games both at play and lunchtimes and within PE lessons.	Monitor skipping activity in 2021-22 – photos. Ask chn about this in Staff/Pupil Voice.
		£1260	Staff training in OAA. New orienteering markers installed and	Plan a KS2 orienteering

	Purchase maps of site and orienteering/ outdoor learning/ Active Science resources inc staff training.	TOTAL = £2177	used in summer term.	competition for 2021-22.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
Take part in competitions and tournaments, including virtually, within the school, with local schools and across the local area.	North East Herts School Sports Partnership Silver Package	£1000	<p>KS1 and KS2 took part in a tri-golf interschools competition (virtual) and a tri-golf day within school. Coaching and planning resources received as part of the package. Staff upskilled to teach tri-golf.</p> <p>Chn able to take part in virtual events (pentathlon & tri-golf) whilst school fully open and also from home during school closures (fitness challenge).</p>	<p>Increase competitive opportunities in 2021-22 as visits to other schools hopefully become possible again.</p> <p>Plan an intra-school tri-golf competition with Year 4 children as sports leaders.</p>

£16,059 Total Spend in 2020-21 (inc underspend of £7190 from 2019-20)

£8931 Underspend to be carried over into 2021-22 (35.7% of total allocation)

Signed off by	
Head Teacher:	Mrs Pat Baxter
Date:	2.7.21
Subject Leader:	Mrs Anna Dean
Date:	2.7.21
Governor:	
Date:	

Created by:  association for
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