

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:

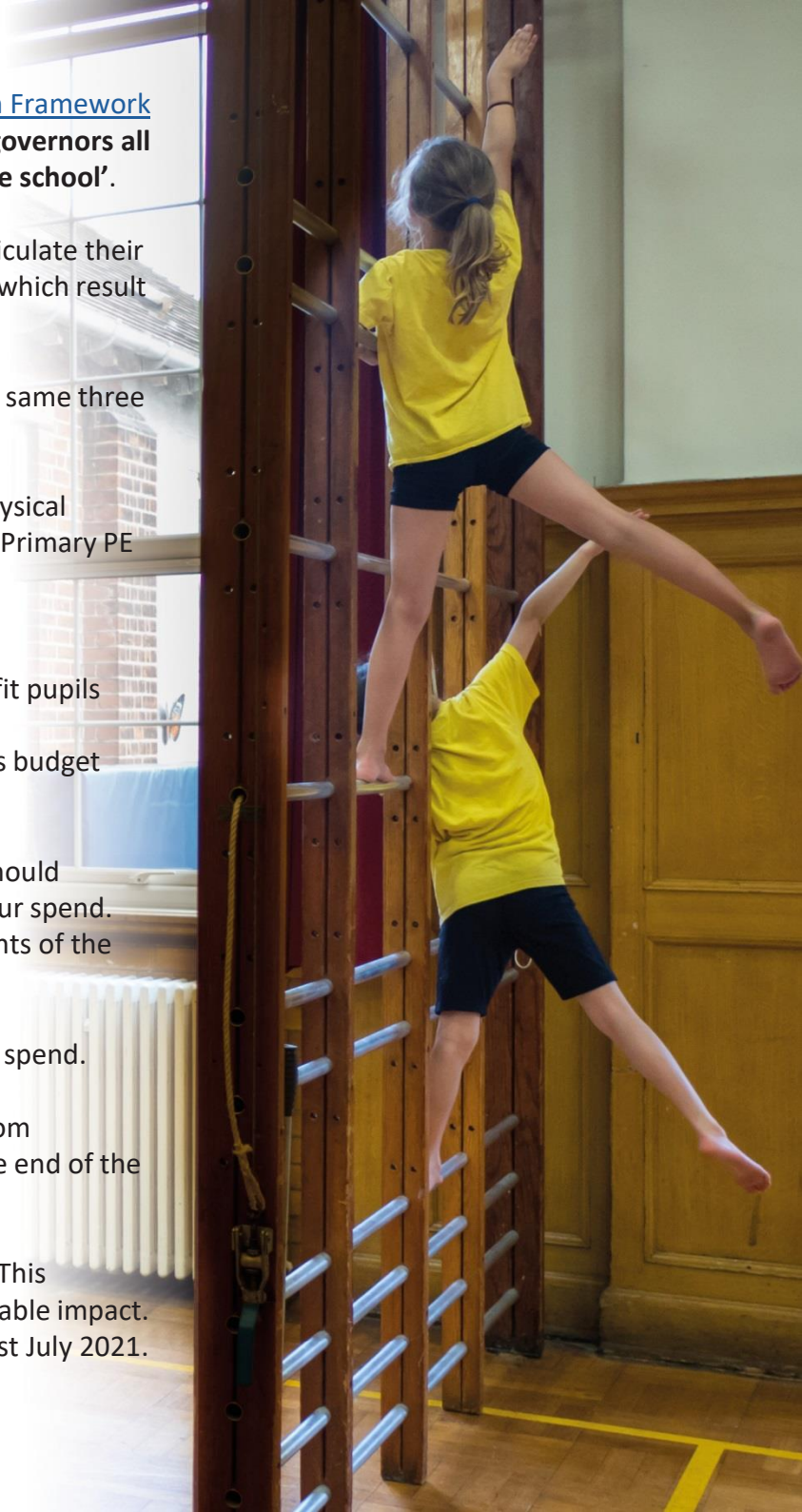
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<ul style="list-style-type: none"> ❖ Year 3 and 4 competing the indoor Sports Festival ❖ Improving our Early Years area to encourage children to be active. ❖ Performing at the local schools Dance Show. 	<ul style="list-style-type: none"> • More daily exercise & brain breaks • Year 4 sports leaders to encourage children to play together and be more active. • More competitive sports • Engaging the Reception class with whole school activities ie: House competitions etc as they have been kept in a bubble since starting at our school in September 2019 • Achieving the Sports Mark

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £16,500
= Total to be spent by 31st July 2021 £16,500

<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>n/a children leave our school in Year 4</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. Please see note above.</p>	<p>n/a children leave our school in Year 4</p>
<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>	<p>n/a children leave our school in Year 4</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>n/a children leave our school in Year 4</p>
<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>	<p>No</p>

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:	
			%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>Start 'Daily Mile' for all classes to encourage daily exercise and get children ready for the day.</p>	<p>After registration every morning, teachers or Tas take children out onto the playground to run or walk 4 laps.</p>	£0	<p>Children look forward to doing this every day. It is getting them fit whilst having fun and waking them up for the mornings lessons</p>	<p>It would be even better if we have a track around the field that children could run on. This track could be used at play and lunchtimes too and even to use as a cycle track. LC to explore costs</p>
<p>Active bursts / brain breaks in curriculum subjects. EYFS to have a morning exercise routine to start the day</p>	<p>Planning active bursts in Maths and English through online videos linked to subject knowledge. EYFS to do 'Wake up, Shake up dance every morning'</p>	£0	<p>Teachers are now using active burst / brain breaks to get children to move around – children are more responsive to learning after a break. EYFS are in a good morning routine of exercise.</p>	<p>Continue to improve and encourage more active learning.</p>
<p>Daily yogo or Joe Wickes online planned into Home learning activities and used during school lockdown</p>	<p>Plan these activities into home learning for self-isolating children or used during school lockdown</p>	£0	<p>Children thoroughly enjoyed taking part in Joe Wickes morning PE sessions during lockdown. Good feedback from parents and became part of their daily routine.</p>	<p>Use more online resources with good role models to encourage children to learn new dances / keep active through PE</p>

Children in EYFS to be more active in Child initiated play	Purchase of active equipment such as balance bikes that with not only improve co-ordination but improve fitness	£200		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Hertford and Ware Sports Partnership Membership to have the opportunity to meet up with other schools for local competitions and events	<ul style="list-style-type: none"> • Pay yearly membership • PE Subject leader to check the website regularly for updates / monitor emails from partnership. • Notify teachers of sporting opportunities for their class. • SL to book Year groups into sporting activities and events. 	£750	<p>Unfortunately, children have not had the opportunity to take part in as many sporting competitions as planned due to covid restrictions.</p> <p>Children in all classes took part in virtual events for: Speed stacking Skipping challenge Football</p>	<p>We have learned that virtual events can also be fun and engaging for children. We will compete in more of these events in future to give all children the opportunity to take part.</p> <p>Keep a record of children's times so they can attempt to beat their PB and we can track progress</p>
To raise the profile of PE amongst all staff members in school and to encourage all staff member's to learn from one another.	An extra member of staff will be present in all PE sessions, therefore increasing the quality of teaching provided to all children. In addition to this, teachers will also get the opportunity to learn from members of staff with a specific skill-set, as well as other staff members learning	£	<p>More pupils have been able to receive more support in PE lessons, having a particular impact in classes where there are a very high proportion of SEND children.</p> <p>It has also increased staffs'</p>	<p>We intend to continue to provide an extra staff member in all PE sessions.</p> <p>In addition to this, we also intend to draw on specific staff skills to provide an enrichment programme for all of our</p>

	from the knowledge and skills of the class teacher.		confidence and skills in delivering the subject, resulting in higher quality PE lessons being delivered.	children, which staff will now feel confident delivering.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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?:
CPD opportunities for all staff to improve the quality of sports provision	PE subject leader to keep staff updated with CPD opportunities. PE subject leader to attend PE subject leader training days and make good use of resources given PE Subject leader to run whole school INSET/ update staff on new requirements, opportunities for pupils and train teachers on delivery	£500	Not as many opportunities for subject leaders this years due to Covid restrictions. Sports has been restricted in school to bubbles with extra cleaning of resources which has made it more difficult to implement. Use of Hall has not been permitted due to Covid restrictions
To increase the confidence of staff when delivering their PE sessions. To provide staff with a broader knowledge and understanding of the subject, therefore resulting in them delivering more effective PE lessons.	Continuing to be a part of the HWSPP. Training on different areas of PE is provided by professionals who run the partnership, as well as training for PE leads on areas such as funding, curriculum mapping and progression of skills.	Funding allocated: See figure above	PE lead has been unable to attend training with HWSPP due to covid restrictions. Staff training has been provided for teachers on curriculum mapping, progression of skills across the while school and training around Ofsted and the new deep dives.
			Sustainability and suggested next steps:
			Continue into September 2021. Find new ways to train staff without having to attend face-to-face training. Appoint new PE subject leader for 2021
			Additional training which we were due to receive was put on hold due to COVID. Next year, we intend to continue with the partnership and regularly provide CPD for all staff through this.

			PE leads are in the process of creating a new map that shows skills from Nursery to Year 4 for teachers to confidently use to plan lessons and assess children in PE.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements:				
For all pupils to have the opportunity to experience a new and wide range of physical activity.	Providing transport to allow children to travel to and experience sporting events/enrichment.	£	Activities to sporting events have been put on hold this year due to Covid	We will continue to provide transport to provide more opportunities for children to experience a broader range of sporting activities and enrichment activities.

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:
To increase the involvement of our children in competitive sport.	Being part of the HWSPP provides many opportunities for the children to take part in competitive sport.	Funding allocated: See figure above	Children have taken part in virtual school events this year due to COVID	We intend to continue with our partnership, therefore providing further opportunities for children in the next school year.

Signed off by	
Head Teacher:	Lynda Cowler
Date:	19 th June 2021
Subject Leader:	Lewis Fitzgerald / Lynda Cowler
Date:	19 th June 2021
Governor:	
Date:	