

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,410
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,150 (02/11/2021)

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>	%
<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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	Yes/ 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: 2021/22	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	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>Children to be more physically active at playtime and lunchtime and educate children on the benefits of active play and lunchtime.</p> <p>S.E.N.D children targeted for P.E. interventions to increase confidence and academic outcomes.</p> <p>Daily mile to be completed regularly.</p> <p>Children to be educated on the benefits of active play during breaks and lunchtime.</p> <p>Increased number of children participating in extracurricular clubs, increased number of clubs available in KS1 and KS2.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Use of Sports Leaders to facilitate active playtimes.</p> <p>Support from the borough P.E team to provide activities to support SEND children.</p> <p>P.E lead to introduce and monitor frequency of daily mile.</p> <p>Taught through Science and PSHE lessons as well as reinforced during P.E lessons. New P.E equipment bought for lunchtime/break time</p> <p>Sports Coach and teachers to run varied, engaging clubs each day after school.</p>	<p>Funding allocated:</p> <p>£200</p> <p>£1500 for the dance specialist teacher</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	

<p>Increase the % of year 6 children leaving school swimming confidently over 25metres.</p> <p>Provide school sports days for all children once a year so they have an opportunity to experience and understand competition in a fun manner.</p> <p>Sport the teaching of SEND children</p>	<p>Provide top up swimming lessons for those children who did not achieve their 25m award during their curriculum swimming time in year 5 (swimming taught in year 3)</p> <p>Release time of P.E subject leader to run successful sports days. Purchase stickers, equipment and certificates</p> <p>Sport's coach to work with targeted SEND children with EHCP in yrs. 1,2 and 5. Purchase P.E equipment to support this session.</p>	<p>£1500 (£750 per class)</p> <p>£250</p> <p>£300</p>		
<p>Children to be more physically active at playtime and lunchtime and educate children on the benefits of active play and lunchtime.</p> <p>S.E.N.D children targeted for P.E. interventions to increase confidence and academic outcomes.</p> <p>Daily mile to be completed regularly.</p> <p>Children to be educated on the benefits of active play during breaks and lunchtime.</p> <p>Increased number of children participating in extracurricular clubs, increased number of clubs available in KS1 and KS2.</p>	<p>Use of Playtime Leaders to facilitate active playtimes.</p> <p>Support from the borough P.E team to provide activities to support SEND children.</p> <p>P.E lead to introduce and monitor frequency of daily mile.</p> <p>Taught through Science and PSHE lessons as well as reinforced during P.E lessons.</p> <p>- Sports Coach and teachers to run varied, engaging clubs each day after school. -Subject lead to trial new companies offering support in P.E</p>	<p>£900 to spend on outdoor equipment</p> <p>£1500 for the dance specialist teacher</p>		

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:
Children to learn good playground behaviours, social skills and sporting values through participating in sport and game activities at lunchtime. An increase in competitive sports across the school An increase in the number of SEND children taking part in competitive sport (Including Virtual)	Provide a sport's coach for lunchtime sport (2 days a week). P.E lead to work with the Sports Coach to develop the children's confidence and ability to compete. Sport Coach to support teachers to run the competitions. they are taking part in.			

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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

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>Two hours of timetabled PE each week for every pupil, allowing pupils to develop themselves, build knowledge of skills and develop a positive relationship with physical health.</p> <p>Subject Leader to attend courses and meetings in order to up-skill her own knowledge and understanding so she can confidently disseminate to all staff, thus increasing their knowledge and confidence.</p> <p>To work with the borough P.E team to increase the knowledge of staff when delivering P.E</p> <p>Continue to develop the progression grid which show the progression of skills and knowledge of P.E from EYFS to Year 6</p>	<p>To develop and maintain staff confidence in PE to ensure high quality PE lessons are being taught. All staff have access to PE schemes and lessons for all units (written by the P.E enfield team). Hall spaces and outdoor spaces are timetabled in order to give each class the opportunity to access the correct spaces needed to maximise PE lessons. Ensure that high quality resources are available for every child during every PE lesson. Qualified sports coach to work alongside teachers.</p> <p>Subject leader attend local borough PE team courses and meetings and cover provided as required. Subject leader to liaise with senior management to ensure time is allocated to pass on knowledge from courses and meetings to all staff.</p> <p>To provide insets on gymnastics (Spring term) To support adults working with SEND to deliver P.E sessions (continue the link with local Secondary SEN School-Waverley).</p> <p>Introduce the progression grids through a staff inset. Teachers to use the grid to support them to understand what the children have learnt and build on these skills/knowledge.</p>	<p>£2500</p>	<p>Two hours of timetabled PE each week for every pupil, allowing pupils to develop themselves, build knowledge of skills and develop a positive relationship with physical health.</p> <p>Subject Leader to attend courses and meetings in order to up-skill her own knowledge and understanding so she can confidently disseminate to all staff, thus increasing their knowledge and confidence.</p> <p>To work with the borough P.E team to increase the knowledge of staff when delivering P.E</p> <p>Create a progression grid which show the progression of skills and knowledge of P.E from EYFS to Year 6</p>	

<p>Contact our local healthy school's advisor and apply for the Silver healthy schools London award which will help undertake a self-in-depth review. Use of assessment in P.E</p>	<p>Subject leader to complete the audit with support from other P.E leads within the academy. Teacher to use the assessment sheets (provided by the borough) to assess children in the different units of P.E. Results can be used to inform for extracurricular clubs as well as target children who are struggling with technique/fitness.</p>		<p>Contact our local healthy school's advisor and apply for the Silver healthy schools London award which will help undertake a self-in-depth review. Use of assessment in P.E</p>	
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Key indicator 4: 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 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>Employ Elms coaches – to deliver coaching for 2 days per week with teacher mentor programme to develop teaching of P.E more broadly To achieve the Silver travel plan Compete in tournaments (including virtual ones), including the London Youth Games challenges.</p>	<p>Coaches to deliver P.E and teachers to observe coaching sessions to improve teacher's delivery of PE. Increase the amount of initiatives and promotions to encourage more children to take an active role in sustainable travel. Create Junior Travel Ambassadors who can promote this across the school. Open up the tournaments to more children across the school to compete in the tournaments.</p>	<p>£9000</p>		

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?:
To enable children to take part in a range of sports as part of extra curricular clubs offered at the School.	A dance coaches providing after school provision through Glee Club. Increased number of clubs provided after school, including KS1.	£1500 (as allocated for previously)	
Children have new and increased opportunities to take part in competitive sport.	<ul style="list-style-type: none"> • Inter house competitions organized and run (in accordance with Sports Mark criteria) • Extra-curricular provision broadened and uptake evident. 		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Amy Hennessey
Date:	
Governor:	
Date:	