

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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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 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](#).



Details with regard to funding
Please complete the table below.

Total amount carried over from 2021/20	£0
Total amount allocated for 2020/21	£18,970
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,110
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,110

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	
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 2022. Please see note above	12% CANNOT SWIM 7 out of 60 children
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	75% 15 out of 60 children do not at present
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%- all attended self-rescue lessons in Summer term.

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?	Yes
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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.

Academic Year: 2021/22	Total fund allocated: £19,110	Date Updated: 7.7.22		Percentage of total allocation:
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				44%
				£8398.98
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and 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 physical activity among children at playtimes Encourage children to develop their perseverance and resilience Provide children with opportunities to tackle new challenges and beat personal bests	Purchase traverse climbing wall and climbing nets for KS2 playgrounds. Purchase of new play equipment in September 2021 specifically designed to promote activity on KS1 playground	£7,255.98 put aside for this. Allocated elsewhere (Key indicator 4)	Children happy, active and occupied at lunchtimes with the new equipment	New PE Lead to monitor activity levels on playground at lunchtime in autumn to determine whether any equipment needs replacing
Increase levels of physical activity and resilience on all playgrounds by promoting skipping.	Skip2Bfit sessions on 7/2/22 and 8/2/22 for KS1-KS2. Provision of skipping ropes on school playgrounds.	£1135	Some children skipping at playtimes.	New PE lead to consider re-running Skip2Bfit session in the autumn then launch challenges with Sports leaders.

Daily mile Chn to take part in daily mile to improve fitness and set personal challenges so they know how they are progressing	Chn to take part in daily mile 2/3 times per week.	None	Chn have shown increase in perseverance and enjoyment with daily mile as their fitness has improved	Continue to promote next academic year. Include some class daily mile challenges as intra-school competitions.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Percentage of total allocation:		0%		
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
Embedding physical activity into the school day by encouraging active travel to and from school and holding active lessons and teaching	Encourage chn to walk/cycle/scoot to school as often as possible, hold 'Walk to school week' where chn gain class points, survey chn to find out how they travel to school. Teachers making use of existing Teach Active lessons bought last year to maintain some activity in lessons. Teachers using songs and games to promote activity.	None	Pupil survey showed 62% of KS2 chn walk/cycle/scoot to school which will help to maintain their fitness levels. 55% of chn say they have more than 60 minutes of physical activity every day 23% say they have between 45-60mins of physical activity 22% say they have less than 45mins	Continue to promote active travel to and from school amongst parents. New PE Lead to look at timetables in classrooms and to identify with teachers which lessons could be more active where appropriate. Repeat activity survey after targeting chn who were less active in April 2022 survey.
Sports ambassadors to run daily activities and challenges at break times and lunch times	PE leaders to keep registers of who takes part in each challenge daily	None	Full implementation delayed due to Covid and keeping separate bubbles.	Implement fully in September when key stages are mixing again.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:	
					10%	
					£1897.50	
Intent	Implementation		Impact		Sustainability and suggested next steps:	
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 for PE leader to help them take on new role in autumn 2021.	Attend subject leader zooms and days Training PE leader assistant- supply cover for both classes	(included as part of partnership offer in Key Indicator 4). £110 x 6 supply afternoons by 3.2.21 = £660	PE lead role initially shared then changed.		New PE Lead to take over in September 2022 with support from former PE Lead.	
Provide staff with training and resources to teach PE and sport effectively via a newly-purchased scheme, GetSet4PE.	Staff meeting in September 2021 to teach staff how to use the new PE scheme. All necessary resources purchased for the scheme (see Key Indicator 4). PE Lead to monitor staff confidence via survey to compare before and after implementation.	£1237.50	A survey of staff (25.4.22) showed a considerable increase in teachers' confidence with teaching PE lessons. Nearly all staff rated the GetSet4Pe scheme at least 8 out of 10 with 10 being the best it can be. They nearly all feel the scheme caters well for all learners and engages the chn.		New PE lead to carry out learning walks to continue monitoring implementation of GetSet4PE in autumn 2022. New PE Lead to train up new staff in how to use GetSet4PE effectively.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:	
					46%	
					£8,821.52 (excluding sports week)	
Intent	Implementation		Impact	Sustainability and suggested next steps:		
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?:			
Delivering a wide range of sports clubs to children across the school so that chn can learn new skills, explore new opportunities, develop resilience and growth mind-set	Football club for Year 5/6 chn on a weekly basis from autumn to end of spring. Russell Hoops to run Y5/6 basketball and Y3/4 basketball.	13wks x £35 autumn = £455 + 6wks additional £40 = £3040 11wks x £70 (2 coaches) for spring = £770 £70 / week 13wks autumn 11wks spring 6wks summer 1 club 35/week = £1890				

	Netball club for Y5/6 children autumn and spring term	No cost			
	Speed stacking for Y4 children autumn term	No cost			
	Y3/4 football club all year	No cost			
	KS2 athletics club summer term	No cost			
Skip2Bfit to run session to all chn in the school	All chn took part in a session run by Skip2Bfit. They were shown how skipping can be fun and can improve fitness and growth mindset.	Already allocated	More chn skip on playgrounds and play skipping games.	Ensure chn have access to skipping ropes at playtimes and consider re-inviting Skip2Bfit back in in autumn 2022 to maintain impetus.	
Purchase necessary sports equipment for new curriculum and to replace old/damaged equipment.	Order all new equipment required for GetSet4PE at start of the year so we know it is all in place.	£1068.90	Teachers have the necessary equipment for lessons; chn have sufficient equipment for playtimes.	New PE Lead to ask consult staff regarding equipment requirements for PE in autumn term. Consult MSAs and class teachers about playtime equipment.	
Ensure chn who are in Year 6 and who cannot swim are given access to top-up swimming to help them reach the required standard.	Pupil premium children in Year 6 who could not swim the required standard given weekly swimming lessons after SATS.	£177.62	Chn's swimming has improved and some have enrolled on summer crash courses to maintain their progression.	Continue to monitor new Y5 and Y6 chn who cannot swim and ensure they have access to swimming lessons; Y5 all year until they can swim, Y6 after SATs.	
Continue membership of the Hertford and Ware Schools Sports Partnership (HWSSP) in order to access CPD for PE lead, events, training, non-competitive events and festivals, development days	Attend a range of events held by the HWSSP for the benefit of the PE Lead, staff and children.	£1430	92% of KS2 chn attended an event in 2022- competitive or non-competitive. 100% of Y1 chn attended a tennis afternoon at Haileybury.	Continue to track which chn attend events/development days/festivals in order to give as many chn as possible the experience.	

Sports week to celebrate sport and encourage children to try new sports, develop perseverance and resilience, along with an open-minded approach to trying new opportunities.	Reception and Year 1 children to go to Chauncy to try Trampolining All chn to take part in: Tiger Cheer cheerleading session Commonwealth Games Baton Relay Commonwealth Games challenges Sports day races and carousel Cross country fun run	None		
Participate in a range of sports development days on offer to the school either via the partnership or external opportunities	Herts Shine Cricket Coaching day for all Y3, Y5 and Y6 children. Tennis development sessions via Legends Tennis for all Y3 and Y1 children.	None None	For both sports, chn were given follow-up leaflets with information about how to continue with either cricket or tennis. We know some chn signed up for the tennis courses in the summer.	Continue to invite in outside coaches in order for chn to experience as many different sports as possible.

Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:	
					0%	
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 competition within PE lessons so that all chn have the opportunity to experience winning/losing/competing against own performance and others/progressing skills	PE lessons to include mini competitions for all chn to take part in and to allow chn opportunities to compete against themselves in order to improve their own performance	None	Chn are able to talk about how they have improved specific skills and can use their own performance measures to evidence this.	PE lead to continue to monitor inclusion of mini competitions within PE lessons		
Entry to HWSSP events in order to give as many chn as possible the opportunity to participate in competitive sport.	This year, chn have attended: Netball and football friendlies District football Y5/6 (we won) District netball Hope Cup for football (we won) Y5 Wodson Games Y5/6 District Athletics Y4 Speedstacking (we came third) Every1In Festival Y5/6 Boys B festival football Y4 development day (all chn) Y3 tennis (all chn at Legends) Y1 tennis (all chn at Legends)	Membership of HWSSP already allocated	92% of KS2 chn have been to an event. Of the remaining 8%, 6% were invited to an event. Events help to give chn more opportunities at a higher level and give them confidence to compete in other places.	Continue School partnership in order to access as many competitions as possible. Continue to track chn to ensure as many chn as possible have the opportunity to attend a competitive event not on school premises.		

Signed off by	
Head Teacher:	<i>Alesha</i>
Date:	18-7-22
Subject Leader:	
Date:	

P70

Governor:	<i>Dele</i>
Date:	18/7/22