

# 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](http://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	£18,130.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,325.44
Total amount allocated for 2021/22	£18,171.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,496.44

## 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><b>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</b></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><b>N.B.</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> 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.

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b>	<b>Date Updated:</b> 30.7.2021		
<b>Key indicator 1:</b> 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: 39%
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:
<b>Pupils are active, outside of PE lessons, for at least 30 minutes a day in school because the school provides a wide range of high quality, engaging and challenging activities beyond PE lessons.</b>	Teachers continue to provide regular movement breaks within classroom learning to contribute to pupil's active 30 minutes	iMoves subscription £1,200 Teach Active subscription £1,100	Pupils have been able to meet their Active 30/30 target and recognise the benefits of a healthy active lifestyle ®Pupils are engaged and enthused during movement breaks and meet their 30/30 target <i>During KS2 observations, the PE leader reported that children were actively engaged during their Active Maths lessons and spoke positively about the benefits of these lessons on their wellbeing and ability to concentrate in class, "I like being active, I do get tired but I enjoy them. They help me</i>	Movement breaks and the use of Teach Active and iMoves appears to be embedded within everyday teaching, however with new staff next year, additional training and monitoring will be needed to maintain the high levels of engagement  Year group planning now reflects the use of the teach active resources and so passing this on to new members of staff will be beneficial

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			<p><i>learn and I learn my best when we are active because I have something to focus on and you aren't just sitting down and writing."(Year 4)</i></p> <p><i>Monitoring has taken place to ensure that all classes are utilising the Teach Active and iMoves resources and pupil voice shows that active lessons or the daily mile is embedded within curriculum teaching</i></p>	
	<p>PE leader and LSAs to ensure that activities are planned and resourced for during break and lunch playtimes, equipment is replenished when necessary and meets the needs and interest of all pupils</p>	<p>Replenish sports equipment and storage £1,500</p> <p>New wireless speaker for music outside £250</p>	<p>Pupils are actively engaged in a wide range of challenging activities at lunch or playtime</p> <p>® MSAs and sports leaders support active games at break and lunchtimes and pupils are observed to be engaged in these activities</p> <p><i>Observations during the beginning of the year showed that more children use the playtime equipment to devise their own games rather than play the games or activities organised by adults, so additional equipment was purchased to develop this creativity</i></p> <p><i>LSAs</i></p> <p><i>Later observations in the year showed that children have been their most active with the creative packs and these have</i></p>	<p>The equipment will need to continue to be replenished over the next year due to typical wear and tear</p> <p>LSAs have been observed to support active play during lunchtimes but next year, more training is planned to develop their confidence in running structured games of football, tennis or high5 netball.</p>

			<i>continued to be part of the equipment rota all year. Observations also showed that the purchase of new equipment for football has developed skills and play within this sport, there has been increased improvement in fair play and rule following.</i>	
	<p>When bubble systems and covid outbreaks allow, begin lunchtime/before school extra curricular clubs</p> <p>Develop environment to enable the school to offer an increased number of clubs throughout the year</p>	<p>Resources for clubs £10</p> <p>Coaching for tennis club £</p> <p>Outdoor lighting for Winter Clubs £4,110</p>	<p>A high percentage of children across the school take part in a lunch or breakfast club</p> <p>® Increased participation in clubs with a wide range of clubs offered to all children</p> <p><i>By summer term 62% of Key Stage 2 children took part in an active club</i></p> <p><i>The purchase of lighting has allowed us to now offer afterschool sports clubs until 4:30pm in the Autumn and Spring Terms which increases our sporting club offer by 25%</i></p>	<p>Covid challenges meant that the schools usual club offer was significantly reduced during Autumn and Spring Terms, beginning the new year with a survey to ask children their club interests and using a higher percentage of the premium funding to pay for coaches will enable us to get back to our pre-covid typical club offer</p>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	10%

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:

<p><b>PE, school sport and physical activity has a high profile across the school and children are taught about the physical and mental benefits of a healthy active lifestyle</b></p>	<p>The Early Years environment is enhanced to support the physical development and physical activity of those in Nursery and Reception</p>	<p>Resources for environment £1,200</p>	<p>Children utilise the resources in the Early Years environment and all staff monitor and track the physical development of children</p> <p>® Children’s Physical Development is assessed and an increased number of children meet the expected standard</p> <p><i>87% of reception children achieved the expected standards for physical development compared to the Herts average which is 85%</i></p> <p><i>95% of reception children achieved the expected standard for physical development compared to the Herts average which is 93%</i></p> <p><i>Tapestry journals show that physical development was monitored and tracked with those not meeting the standards identified and supported – all of which was reported to parents and SLT during the year</i></p>	<p>Continue to monitor the use of these resources across the Early years setting and replenish or maintain their quality when needed</p>
	<p>Teachers continue to use PE and PSHE lessons to teach the importance of a healthy active lifestyle and daily physical activity</p>	<p>Resources to supplement and support lesson planning £500</p>	<p>The benefits of physical activity are embedded within the curriculum.</p> <p>®Children can articulate the benefits of a healthy active lifestyle and recognise the importance of being active on</p>	<p>Continue to monitor PSHE and PE lessons/planning to ensure that children recognise the importance of a healthy active lifestyle and the benefits of physical activity</p>

			<p>their mental and physical wellbeing</p> <p><i>When surveyed 100% of KS2 children referenced physical activity when asked about what they thought was important in the way they lived then they were older.</i></p> <p><i>During a pupil voice survey about heathy habits, children as young as reception and across all year groups, talked about exercise when asked about what makes them healthy.</i></p> <p><i>During 'Feeling Good Week' a day was dedicated to being active and children were taught about the positive impact of physical activity on their mental and physical wellbeing</i></p>	
	<p>Sports Leaders are well trained and support the development of active lunchtimes, setting up equipment and running games and activities with younger children at lunch and playtime</p>	<p>Sports Leader Package £75</p>	<p>Through the school sports leader programme, KS2 pupils support younger year groups to engage with games and activities during unstructured times</p> <p>® KS2 children are enthused and excited to be sports leaders and therefore engage with younger years and increase participation</p> <p><i>A higher percentage of KS2 children applied for a sports leader position than any other position of responsibility in</i></p>	<p>The sports leader planning and teaching was challenging to implement at the beginning of the year due to increased covid outbreaks and bubble systems in school, therefore next year, implementing this course from Autumn Term would allow for a better start to the year</p>



			<p><i>school, increasing motivation and interest</i></p> <p><i>40% of KS2 children enjoy a sports leader responsibility</i></p> <p><i>Sports Leaders speak positively about their role, "setting up the equipment is good because you can think about the games you like and help other people like them." (Year 3)</i></p> <p><i>"I like to teach the younger children new sports."(Year 4)</i></p>	
	<p>Place a heavier focus on the school games values across KS2, ensuring children are praised for displaying these values as well as recognising these values in each other</p>	<p>Medals to use in Year 4 £20</p>	<p>Children can identify the school games values in themselves and others during PE and school sport</p> <p>® Children recognise there is far more to sport than winning and see the benefits of sport for developing character and other skills</p> <p><i>Pupil voice evidenced an increased awareness of the school games values with children able to articulate when they nominated a peer for a medal and what value they were showing</i></p> <p><i>Pupils wear the value medals with pride and speak positively about the school games values</i></p> <p><i>"We give the medals out when someone has made someone else feel proud. I wore one for my resilience in our golf lesson."(Year 4)</i></p>	<p>Continue to develop the school games values and link these to the new PE lesson planning (see in next section)</p>

	Develop teacher and TA motivation and identity for PE teaching and learning by purchasing clothing	Sports clothing for staff £400	<p>Teachers and TAs feel confident, motivated and positive in their own relationship with sport, physical activity and PE</p> <p>® Teachers then promote these values with their classes because they feel the benefits of them themselves</p> <p><i>A staff survey found that teachers valued school sport and PE but did not always feel confident to teach the skills or feel positive about sport and PE themselves, developing their relationship with PE through clothing and informal staff meetings using the PE equipment is beginning to develop these relationships and staff report that they feel more comfortable with PE and physical activity</i></p>	Take this further next year and supplement an after school fitness session for teachers once a week to engage and motivate those teachers who PE has been a negative experience for in the past

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				10%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p><b>All pupils receive two hours of high quality PE each week which staff feel confident to deliver and know the progression of skills within each PE strand</b></p>	<p>Purchase a new planning sequence to support teachers to deliver high quality PE lessons</p>	<p>Complete PE package and resources £1,300</p>	<p>Teachers feel confident to teach PE and deliver high quality PE lessons  <sup>®</sup> Lessons are observed to be progressive, pacy and teach the required skills for each PE unit   <i>At the beginning of the year, a staff survey found that 50% of staff lacked confident in PE planning but were enthusiastic about teaching PE</i>  <i>A free trial of Complete PE proved positive with feedback amongst staff commenting on how easy to use the site was and that the additional sections for stretch and challenge were useful</i>  <i>Children responded to the free trial and pupil voice found that children liked the variety of games and focus on recording personal best in the athletics</i></p>	<p>As the planning is still in its infancy (used within 1 year group but not the entire school yet), much work will need to take place to ensure that all staff feel confident to use the resources and teach from the planning. Training will be offered in the Autumn Term for all staff  Monitoring will then take place to assess the implementation of the new planning and further training or support will be put in place in the new school year is/when this may be needed</p>
	<p>PE leader has relevant training to develop their subject expertise and skills which will enable them to support staff and develop the subject across the school</p>	<p>Cover for admin/courses £200  Primary PE conference £300</p>	<p>PE leader is confident to lead the subject across the school and keeps up to date with relevant information about the subject  <sup>®</sup> Information is disseminated across the school from courses/conferences and new initiatives begin from training</p>	<p>The PE will change next year and therefore this will require additional cost, time and emphasis to maintain next year  A strong handover will take place and mentoring from a member of SLT will occur to enable the new PE lead to</p>

			<p><i>After the Primary PE conference a free trial and subsequent purchase of complete PE planning took place which will have a strong impact on the teaching and learning of PE and school sport across the school</i></p> <p><i>Admin time has enabled the PE lead to apply for the platinum sports mark (or at least maintain gold for the year) and conduct vital pupil voice across the school</i></p>	continue to focus on the points of the school PE action plan
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: 39%
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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:
<b>Ensure that all children receive a broad and balanced PE curriculum and additional sporting opportunities are offered throughout the year so that all children can discover sport that engages and excites them</b>	Ensure that we can teach a wider range of sports across the school as well as in PE lessons that is inspired by children's interests by providing teachers/children with the correct equipment	<p>Remark the MUGA with markings for a wider range of sports (tennis, netball, football etc.) £3,000</p> <p>Sport specific equipment (archery, blazepods,</p>	<p>New equipment purchased to develop engagement and variety of sports on offer</p> <p>® Children's physical literacy is developed and through exposure to a range of sporting opportunities and games their love for sport and engagement with sport is lifelong</p> <p><i>Pupils speak positively about their PE lessons and the sports they enjoy learning, they can explain the rules of different sports and</i></p>	The purchase of Complete PE will see the long term plan and sports on offer within curriculum PE change slightly so the monitoring of appropriate equipment and variety of sport on offer will need to continue into next year but the purchases this year will continue to have impact next year

		<p>netball goals etc.) £4,000</p>	<p><i>are excited and motivated to try new sports</i>  <i>When asked, 93% of Key Stage 2 children felt happy and confident to try out a new sport</i>  <i>Case studies of individual children who begin their time at school without interest in PE and sport show that by the time they reach Year 4, they have found many sports they enjoy and excel at, developing their love for sport</i>  <i>"I think that learning lots of different sports is good because the skills you learn in one sport are helpful in other sports. I like to learn new sports because you never know what else you might like."(Year 4)</i></p>	
	<p>Post covid, redevelop community links across the town by inviting coaches/clubs into school and signposting families</p>		<p>Children are interested in a range of sports and families know what additional extracurricular clubs are on offer locally          ® Children’s interest and participation in sport extends beyond the school, developing a lifelong love of sport and physical activity  <i>Visits from the local golf club and dance clubs inspired the children and many children in KS2 attend the local golf club</i>  <i>86% of children in Key Stage 2</i></p>	<p>Our participation in the Active Lives survey this summer will hopefully provide further information about the impact, sustainability and next steps of this section of the action plan</p>

	<p>Use days and events across the school calendar, sport and non-sport specific such as Red Nose Day, school sports week, Feeling Good Week, etc. to promote and offer a wide range of sports and activities</p>	<p>Equipment for events £100</p>	<p><i>attend a sport or physically active club outside of school</i></p> <p>All children across the school take part in physical activity related to calendar events across the school year        ® Children enjoy being physically active and try out a range of different sports and activities beyond curriculum PE lessons and clubs</p> <p><i>A successful Pudsey fitness circuit was set up by sports leaders and enjoyed by all of the school</i></p> <p><i>School sports week focused on a different commonwealth sport each day, sports were chosen as many children may not have experienced them before (volleyball, bowls, table tennis &amp; netball)</i></p> <p><i>Feeling Good Week included a day dedicated to physical activity and the links it can have on mental and physical wellbeing</i></p>	<p>Continuing the utilise these events to promote a wider range of sports will continue next year</p> <p>Post covid, beginning to welcome more sports themes days (bounce workshops, skip2bfit etc.) for next year is planned to promote this further</p>
	<p>Identify children who do not take part in as much sport inside or outside of school and work to engage these children</p>		<p>Children who show less engagement in PE and school sport are given a voice and are able to discover a sport that they enjoy        ® All children take part in and enjoy the broad range of sports on offer</p>	<p>Increase club offer next year (supported by K11)</p> <p>Continue to engage with partnership offers and visits</p>

			<p><i>Monitoring the engagement of children in sports clubs across the school allowed for the PE lead to begin new clubs that may engage those less involved, 15 more KS2 children participated in active clubs during the summer term</i></p> <p><i>Participating in partnership events and specifically targeting those less confident or with SEN that may impact their engagement in sport to take part in events such as a visit to the bowls club</i></p>	
	<p>Fund additional sessions by external coaches to deliver multi-sports to Year 2</p>	<p>Additional session (outside of partnership package) £100</p>	<p>Children in Year 2 to receive a term of specialist coaching in multi-skills to broaden their experiences of sports</p> <p>® Children in Year 2 speak positively about their coaching sessions and learn new skills, games and rules</p> <p><i>Year 2 teachers reported that the sessions involved a wide variety of sports skills and games and the sessions broadened the teacher's expertise in these skills, enabling them to deliver many of these games and sessions themselves</i></p>	<p>Teacher upskilled through the expertise of the coach to be able to continue to develop these skills and games in future years</p>

	<p>Utilise the local partnership events, competitions and festivals to allow children to experience a wider range of sports</p>	<p>Partnership package £1,500</p>	<p>Attend the wide variety of festivals and events the sports partnership offer to enable children to experience a wide range of sports in an engaging environment        ® Children take part in a range of different sports through these events and enjoy their experiences</p> <p><i>All children in Key Stage 1 and 2 took part in at least one sporting festival outside of the school grounds this year and many children referenced these events when asked about their highlights of the year</i></p>	<p>Continue to engage with the partnership to take part in events but also look beyond the partnership and actively engage in events outside of this to further broaden the experiences for children (Cambridge football club)</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2% (due to one item budgeted for in KI4)
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:
<b>To continue to provide all pupils with the opportunity to participate in intra and inter school competitive sport</b>	Utilise the local partnership events, competitions and festivals to allow children to experience a wider range of sports	Partnership package £1,500 (budgeted for in KI4)	<p>All children in Key Stage 1 and 2 took part in some form of appropriate inter or intra competition this year</p> <p>® Children participate in and enjoy healthy, appropriate competition and learn a wide range of skills from these experiences</p> <p><i>With a focus on the school games values, children across the school speak positively about their participation in competition</i></p> <p><i>“The rapid fire cricket was one of my favourite things this year, we didn’t win but we got so much better each time and improved lots.”</i></p> <p><i>The tennis team won the local tournament and came second in the county final tennis tournament at the Herts school games</i></p>	<p>Continue to engage with the partnership</p> <p>Monitor all those who participate in competition and organise school competitions for those less motivated to engage</p> <p>Engage with local schools to set up competitions across schools in line with complete PE planning units</p>

	Engage with events/schools outside of the partnership	Mini bus £85	<p>Two groups of 8 children attended a tag rugby and athletics competition at school outside of the partnership        ® Key Stage 1 children participate in competition outside of the school</p> <p><i>The children thoroughly enjoyed these competitions and developed a strong understanding of the rules of play and teamwork</i></p>	Continue to engage with schools outside of the partnership and actively create new links to enable more children to participate in competition
	Promote healthy competition in school with events focusing on personal best, team wins and person wins	Equipment for events, medals etc £120	<p>All children take part in competition within school, focusing on personal best, team wins and personal wins        ® Through participation in competition, children develop new skills and speak positively about this engagement</p> <p><i>Sports days, sports weeks, end of unit competitions and personal best challenges have seen all pupils participate in competition in some way</i>  <i>Children enjoy competing for their house on sports day and speak positively about this experience</i>  <i>Children recognise the importance of working towards their personal best and develop resilience in doing so</i></p>	<p>Continue to plan in competitions after a unit of work in PE</p> <p>Post covid, our big focus has been on re-engaging in person but next year, placing greater emphasis on personal best challenges, like during covid, may support resilience skills and engage those less confident</p>

Signed off by	
Head Teacher:	Anna Greetham
Date:	31.7.2022
Subject Leader:	Lucy Seymour
Date:	30.7.2022
Governor:	Mariana Calderon
Date:	31.7.2022