

# 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](https://www.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 **31<sup>st</sup> 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"> <li>• Gold Sports Mark achieved – 2016/17, 2017/18, 2018/19, 2019/20</li> <li>• Active maths and English lessons used weekly to increase physical activity</li> <li>• KS1 and KS2 children attended festivals and competitions in the autumn and spring terms: Schoolympics, football, speed stacking, multi-skills</li> <li>• Virtual competitions shared with whole school community during summer term school closures to provide children with the opportunity to participate, compete and set themselves personal challenges</li> <li>• YouTube channel used to celebrate participation in school sport</li> <li>• Staff provided with CPD courses: Netball, Handball, High Quality KS1 PE</li> <li>• Coaches and specialists employed to work with teachers to up-skill their teaching and provide children with intra competitions: golf day, tennis coaching and class competitions</li> <li>• Sports Apprentice used to increase physical activity at playtimes and lunches through regular games on the MUGA and extra sports clubs</li> <li>• Year 4 Sports Leaders given responsibilities during play times and lunchtimes and used to support intra-competitions</li> <li>• Gymnastic equipment purchased to increase the level of challenge in lessons and promote new lunchtime and after school club</li> <li>• Bikes and scooters replaced for EY children in order to support their gross motor skills and provide the right level of challenge for their need</li> <li>• Team football kit purchased with new school logo to raise the profile of school sport and PE across the school and in the community</li> <li>• Community club links maintained and used to signpost children to sport and physical activity outside of school: tennis lessons, running club, dance company (in autumn and spring terms 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt our PE curriculum in line with COVID-19 restrictions so equipment is available and outside spaces are used as often as possible (in line with social distancing)</li> <li>• Increase the confidence of staff teaching PE for their age group (1 new member of staff and many teachers moving year groups from Sep '21), particularly as they will lose the support and guidance from specialist coaches</li> <li>• Set up a system to participate and record results for the 'virtual games' in our local area during autumn/spring terms of 2021</li> <li>• Provide ideas/opportunities for children to be more active at home during remote learning</li> <li>• Focus on 'Personal Challenge' within PE and physical activity – providing ideas for individual challenges and activities that can be done in the classroom and with fewer resources</li> </ul> <p>Once school is re-opened for all pupils:</p> <ul style="list-style-type: none"> <li>• Use PESSPA to support children's transition back into school and offer a range of activities/games to support mental health, identify, wellbeing and belonging within the school community</li> <li>• Build on the benefits of PESSPA across the whole school and maximise the opportunities to be active across all curriculum subjects</li> <li>• Consider the opportunities available for intra-competitions to unite children across the school and build bonds between different year groups that are unable to mix</li> </ul>

Did you carry forward an under-spend from 2019-20 academic year into the current academic year? **NO**

**Total amount carried forward from 2019/2020      £0**

**+ Total amount for this academic year 2020/2021    £18,130**

**= Total to be spent by 31st July 2021                £18,130**

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 transfer to the pool when school swimming restarts. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above.	N/A
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.	N/A
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	N/A
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?	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: £18,130 Total spend: £17,185		Date Updated: 30.7.2021	
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:
					53%
Intent	Implementation			Impact	
Your school focus should be clear on 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:	
<ul style="list-style-type: none"><li>- Pupils are able to sustain 30 minutes of daily physical activity in school</li><li>- Families are signposted to websites and apps that offer active games/workouts/activities adapted for playing at home</li><li>- Pupils learn new sports that can be done with limited equipment or easily adapted i.e. socks as balls</li><li>- Pupils know the positive physical and mental benefits of daily exercise</li><li>- Pupils are able to access a range of high quality, challenging</li></ul>	<ul style="list-style-type: none"><li>- All classes to participate in regular movement breaks, active lessons, active playtimes and the Daily Mile to contribute to 30 minutes of daily activity</li><li>- Ensure remote lessons include at least one PE lesson per week. Ensure pupils in school continue to receive curriculum PE lessons</li><li>- Teachers to use PE and PSHE lessons to teach the importance of a healthy lifestyle and daily physical activity</li><li>- PE Leader and LSAs to ensure playground equipment is replenished when necessary and meets the needs</li></ul>	<ul style="list-style-type: none"><li>- iMoves subscription £2000</li><li>- Active maths &amp; English subscriptions £3,300</li><li>- Playground equipment £900</li><li>- Equipment storage for each bubble £650</li></ul>	<ul style="list-style-type: none"><li>- Pupils have been able to meet Active 30/30 target</li><li>- Pupils/families were able to stay active at home without any additional equipment</li><li>- Pupils know and understand how sport and physical activity can help them to feel calm, relaxed, energised and focused</li></ul>	<ul style="list-style-type: none"><li>- New staff to be introduced to content purchased to support active lessons and movement breaks</li><li>- Playground monitoring system to be introduced in order to check equipment and introduce a range of opportunities for games</li><li>- Reinstate lunchtime and after school sport club provision</li></ul>	



<p>equipment during break and lunchtimes that encourage them to be physically active</p> <ul style="list-style-type: none"> <li>- Pupils benefit from a greater range of physically active, outdoor experiences offered across the curriculum</li> </ul>	<p>and interests of all pupils</p> <ul style="list-style-type: none"> <li>- Purchase additional equipment to enable all year groups to have their own (to prevent quarantining)</li> <li>- Organise sport coaches to deliver sessions in summer term (COVID permitting)</li> </ul> <p>Year 4 – Tag Rugby Year 3/4 – Tennis Year 2 – Tennis club Year 2 – Football Year 1 – Football club</p>	<ul style="list-style-type: none"> <li>- Salary for coaches £2000</li> <li>- PE Apprentice (Autumn) £760</li> </ul>	<ul style="list-style-type: none"> <li>- Playground equipment is well received and accessed daily</li> <li>- Pupils from Key Stage 1 and Key Stage 2 were given the opportunity to benefit from specialist coaching</li> </ul>	<ul style="list-style-type: none"> <li>- Rebuild other community links and where possible invite clubs to run taster sessions in school; BMX track, Stage Right, Royston Runners, Little Ruggers</li> </ul>
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## Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

3%

Intent	Implementation		Impact	
<p>Your school focus should be clear on 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>
<ul style="list-style-type: none"> <li>- PESSPA to be used to support pupil's mental health and wellbeing</li> <li>- PESSPA to be used to unite school community and maintain connections between year group bubbles</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on 'Personal Challenge' within PE and physical activity – providing ideas for individual challenges and activities that can be done in the classroom and with fewer resources</li> <li>- Whole school events: Just Dance event (Nov 2020) Whole school skipping (Mar 2021) Personal best challenges (remote and in-school)</li> </ul>	<ul style="list-style-type: none"> <li>- Equipment/kit for events £500</li> <li>- Sports Leaders Primary Package £75</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils have become more confident with physical activities that support well-being, such as yoga</li> <li>- Pupils are more motivated to persevere and improve their 'personal best'</li> </ul>	<ul style="list-style-type: none"> <li>- Build on the concept of 'personal best' by introducing more events and challenges in next academic year</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
Your school focus should be clear on 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:
<ul style="list-style-type: none"> <li>- All pupils to receive high quality PE teaching every week</li> <li>- Teachers feel confident to plan, resource, deliver and assess lessons within the PE curriculum</li> <li>- All staff are given support and training to increase their confidence to promote PESSPA</li> <li>- Teachers and coaches know the development of skills within each PE strand (e.g. invasion games, dance, gymnastics)</li> <li>- Teachers know where to access a wide range of warm ups, games and cool down ideas for lessons</li> </ul>	<ul style="list-style-type: none"> <li>- PE leader to research and purchase planning sequence to support teachers with delivering PE lessons</li> <li>- Plan and deliver whole school INSET day devoted to PE CPD (Jan 2021)</li> <li>- Staff to share ideas and collate resources for classroom PE and activities that can be adapted for indoors/smaller spaces</li> <li>- Maintain CPD opportunities for staff throughout the year to support with virtual PE teaching/adapted PE teaching during COVID</li> </ul>	<ul style="list-style-type: none"> <li>- GetSet4PE Primary Package £2000</li> <li>- Herts Primary PE Month of CPD £300</li> <li>- Active maths and English training (all teaching staff - Free)</li> <li>- Safe in PE resource £50</li> </ul>	<ul style="list-style-type: none"> <li>- Staff have PE scheme content to implement in next school year and support planning and preparation of PE lessons</li> <li>- CPD has been provided to all staff (teachers, TAs, MSAs) as part of the Hertfordshire Primary Month of CPD course (Jan 2021). Virtual training was delivered across a range of sports, games and activities to promote physical activity</li> <li>- Teachers attended virtual training on the delivery of the Active maths and English content</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to link with staff (staff questionnaire) to establish the PE training they would benefit from (particularly after remote learning/adapted PE provision)</li> <li>- Stay up to date with opportunities for practical courses as soon as these become available (COVID dependent)</li> <li>- Continue to ensure that new staff are shown planning and resources available for PE and are given 'Safety in PE' induction</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
Your school focus should be clear on 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:
<ul style="list-style-type: none"> <li>- Pupils learn the rules and tactics for a range of team sports</li> <li>- Future plans are put in place to rebuild school sport when restrictions lift so pupils have immediate access to sporting opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Multi-use games area (MUGA) marked out to allow for a range of sports and team games to be played on markings</li> <li>- Prioritise swimming sessions for KS2 (Autumn term 2021) and monitor pupils that may need booster sessions due to missed lessons during Covid restrictions</li> </ul>	<ul style="list-style-type: none"> <li>- MUGA markings £3000</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils will have the opportunity to participate in a wider range of team games using new markings</li> </ul>	<ul style="list-style-type: none"> <li>- Consider the possibility of tournaments/ competitions against other schools using new markings</li> <li>- Prioritise other sports that have been missed due to COVID restrictions (dance, gymnastics, cricket)</li> </ul>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear on 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:



<ul style="list-style-type: none"> <li>- Pupils have opportunities to compete in intra and inter competitions on a virtual level and when schools fully re-open to all pupils</li> </ul>	<ul style="list-style-type: none"> <li>- PE Leader &amp; KS2 team to timetable virtual events organised by NHSSP and record results to send to SGO (speed stacking, golf, cross country)</li> <li>- Purchase additional golf equipment that can be allocated to each Key Stage so all pupils can participate in intra/inter competition</li> <li>- Adapt whole school events in line with COVID measures; School Sports Week (June 2021) Key Stage Sports Days (July 2021)</li> </ul>	<ul style="list-style-type: none"> <li>- Sport Partnership Bronze Package £1000</li> <li>- Golf Equipment Bags £600</li> <li>- Event equipment/ medals £50</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils were able to participate in virtual competitions across the year</li> <li>- Events are able to take place at the same time with additional equipment</li> <li>- Children demonstrated high levels of enjoyment, engagement when taking part in team events against other bubbles and year groups</li> </ul>	<ul style="list-style-type: none"> <li>- Work with Sports Partnership to opt into a package that provides competitive events</li> <li>- Build on the popularity of golf for KS2 in Autumn term 2021.</li> <li>- Use golf to establish inter-competitions</li> </ul>
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Signed off by	
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Date:	30.7.2021
Subject Leader:	Beth Robins
Date:	27.7.2021
Governor:	Mariana Calderon
Date:	30.7.2021