

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,760
How much (if any) do you intend to carry over from this total fund into 2020/21?	£5,156
Total amount allocated for 2021/22	£17,790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,946

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 2021.</p> <p>Please see note above</p>	93%
<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>	97%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	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		
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:
Provide children with the opportunity to use a variety of sports equipment during play, lunchtimes and PE lessons.	Purchase new equipment for the children to use individually and with peers during play and lunchtimes.		£1,839.16	Children have been given opportunities to become more active during play and lunchtimes through using the new equipment. PE lessons have been enhanced using the new equipment.	To continue to use the new equipment effectively during PE lessons and lunchtime clubs and activities. Sports Lead to show and support staff with using equipment and audit resources regularly to maintain the equipment. Since Covid and the need to keep separate, we have purchased lunchtime equipment for each class and kept this in individual bags. We found this to be the most effective way to maintain the resources and so have continued to keep it this way.

<p>Provide children with the opportunity to use a variety of sports equipment in class during Child Initiated Learning and gross motor activities.</p>	<p>Purchase new bikes for the Nursery, Reception and Year 1 children to use during lesson time in their own outside areas.</p>	<p>£3,793.95</p>	<p>Children have had the opportunity to develop gross motor skills through the use of balance bikes, trikes, scooters and other ride on equipment. This has also had an impact on children's co-ordination, balance and physical strength to operate the items.</p>	<p>Look after the equipment and create an easy access storage unit. Provide children with the opportunity to use the bikes etc. throughout the year to continuously develop gross motor skills.</p>
<p>Provide children with the opportunity to develop their gross motor skills, independence, co-ordination and risk taking by accessing a range of equipment in the Nursery and Reception outside areas.</p>	<p>Purchase new gross motor equipment for the Nursery and Reception outside areas in line with the EYFS curriculum. Children will have access to this daily which will contribute towards the recommended minimum of 30 minutes of physical activity a day at school.</p>	<p>£6589</p>	<p>Children will have the opportunity to develop gross motor skills on a daily basis by being physically active during child initiated learning. Some of these opportunities will include climbing, crawling, balancing, moving and handling, digging and upper body movements.</p>	<p>The equipment will be of good quality and treated to be kept outdoors all year round. The equipment will be in place for many years to enhance the provision in the Early Years Foundation Stage.</p>
<p>Implement brain breaks & the daily mile throughout the day.</p>	<p>Children take part in regular brain breaks or run the daily mile to increase attention and productivity in class and increase the amount of activity during the day.</p>		<p>Through establishing brain break routines or the daily mile within the timetable, every child has the opportunity to be more physically active and improve behaviour and concentration.</p>	<p>Ensure that every class teacher is providing children with the opportunity of taking daily brain breaks or running the daily mile. Subject lead to provide staff with links and suggestions for brain breaks.</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:
<p>The whole school will take part in 'England Does The Daily Mile' on Friday 28th April to raise the importance and celebrate the benefits that running and being physically active has on our mental health.</p> <p>To continue to promote the work of Play Leaders and Sports Captains during weekly Celebration Assemblies.</p>	<p>All children will complete the daily mile with their class during the day.</p> <p>Play Leaders meet their mentor weekly to discuss progress and to support planned activities resulting in graded certification. These children are great role models to their peers. Sports Captains provide weekly updates of achievements in sporting events during celebration assemblies and in the newsletters.</p>		<p>Children felt part of a large movement all running the daily mile on the same day. The children thought about and discussed the benefits of completing the daily mile and the impact this had on themselves as individuals.</p> <p>Play Leaders have been recognised for their time spent playing games with children in KS1 at lunchtimes. Children who have taken part in a sporting activity during the week, stand at the front in assembly and read out a match report or overview of the event. This is then put into the weekly bulletin or newsletter for parents.</p>	<p>Provide opportunities for children to hear and read about athletes and the impact exercise and physical activity has had on their lives.</p> <p>To continue to promote the daily mile throughout the week and ask staff to show this on their weekly timetables.</p> <p>The current Year 5 children have seen the Year 6's write the reports and know this will be them next year with the help of the TA's and PE lead.</p>

<p>Attend Hertford and Ware School Sports Partnership (HWSSP) events</p>	<p>Children will attend many events across the year organised by the HWSSP. This will include competitive events but also festivals for children to try new sports in a non-competitive situation.</p> <p>To attend some of these events, a coach will be booked to transport the children.</p> <p>New football kit will be purchased for the children to wear at competitive school events.</p>	<p>£993</p>	<p>Children have attended many events organised by the HWSSP throughout the year. This has given them the opportunity to take part in competitive and non-competitive activities and allowed them to develop the skills of teamwork, being a team player, co-operation, sportsmanship etc.</p>	<p>To continue this membership next year to continue to offer a wide range of sporting opportunities.</p>
<p>Children in Year 6 will complete their Bikeability qualification and the children in Year 2 will complete the Scootability qualification</p>	<p>Children in Year 6 will complete the Bikeability training week in school to improve their confidence and road safety awareness when riding a bike.</p> <p>Children in Year 2 will complete the Scootability training.</p>	<p>£750</p>	<p>The Bikeability training has provided the Year 6 children with the knowledge and skills needed when cycling on the road.</p>	<p>Next year we will look to provide the Year 5 children with the first level of Bikeability training before they then complete the next level in Year 6.</p>

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?:	Sustainability and suggested next steps:
An outside company called Junior Sharks will come into school twice a week to deliver PE lessons for staff CPD	Sports coaches will deliver PE lessons to four year groups each half term to provide the children with new sports and provide the staff CPD. Staff will observe and participate during lessons to upskill their own knowledge of teaching a PE lesson.	£2,767	The sports coaches have provided CPD to teachers when they have observed each lesson. This has provided them with the knowledge and skills to lead certain activities and also ideas to include in their own PE lessons.	We are not continuing this in September 2022 as we feel the staff have been upskilled this year and will lead their own PE lessons from September.
To purchase a subscription to The PE Hub for planning and resources	To purchase PE planning that staff can use easily to deliver high quality PE lessons. PE lead spoke to other schools and researched other websites before buying into The PE Hub and showing staff how to navigate the website during a staff meeting.	£525	The subscription has provided the school with planning and resources to deliver high quality PE lessons to all year groups. The plans are easy to follow and show skills progression throughout the lesson and across the school.	Staff will use the plans for all PE lessons from September 2022 and this will be reviewed when the subscription is up for renewal.
To continue the membership to Herts and Ware School Sports Partnership (HWSSP)	To continue to compete in competitions and festivals for all children throughout the year, encouraging inclusivity. Attendance at whole day training	£708.50	Children have attended many events organised by the HWSSP throughout the year. This has given them the opportunity to take part in competitive and non-	To continue this membership next year to continue to offer a wide range of sporting opportunities.

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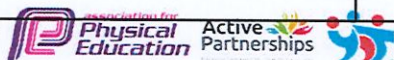
	at HWSSP subject leader days (termly) and attend any other sporting conferences that are recommended. (including staff cover to attend events)		competitive activities and allowed them to develop the skills of teamwork, being a team player, co-operation, sportsmanship etc.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation		Impact	
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 will experience a range of sports and activities offered through Junior Sharks, Tennis Legends, Bikeability, afterschool clubs and competitions and festivals. To continue to provide competition at school through various events.	<p>Junior Sharks provided PE lessons in boxing, hockey, tag rugby and athletics.</p> <p>Tennis Legends provided a taster session to EYFS and KS1 children. Afterschool clubs have included; multi-sports, tag rugby, athletics and Irish dancing.</p> <p>At school the children will have the opportunity to take part in whole school events such as sports day and the swimming gala but also smaller competitions to find children for the netball, football, cross country, tag rugby and athletics competitions.</p>		<p>Through outside clubs and experiences, children have had the opportunity to try something new. Some of these activities have been offered as an after school club at school and others we have signposted parents to outside of school.</p> <p>Children were given the opportunity to compete competitively with school peers and parents were invited into school to support. The score were added together to find a winner within the House groups.</p>	<p>Review the afterschool clubs offered and speak to the children about clubs they would like to try. Continue to liaise with outside companies to offer a variety of clubs each term.</p> <p>Carry out pupil voice to encourage suggestions for other competitions that could take place.</p> <p>Look into a non-competitive event for children with SEN.</p>



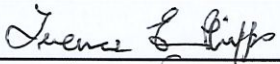
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn 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:
HWSSP Attend competitive events organised through the HWSSP.	Continue the membership to HWSSP and attend organised competitive events. Encourage a wide range of children to attend the competitions each time. Competition provides children with the opportunity to work as a team, strive to do their best and learn from the experience of both winning and losing.		Children have attended many events organised by the HWSSP throughout the year. This has given them the opportunity to take part in competitive and non-competitive activities and allowed them to develop the skills of teamwork, being a team player, co-operation, sportsmanship etc.	To continue this membership next year to continue to offer a wide range of sporting opportunities.
To continue to provide competition at school through various events.	The children will have the opportunity to take part in whole school events such as sports day and the swimming gala.		Children were given the opportunity to compete competitively with school peers and parents were invited into school to support. The score were added together to find a winner within the House groups.	Carry out pupil voice to encourage suggestions for other competitions that could take place. Look into a non-competitive event for children with SEN.

Signed off by	
Head Teacher:	
Date:	7/9/22
Subject Leader:	
Date:	12/9/22
Governor:	
Date:	12/9/22