

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	£16,680
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,700

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>	83.3%
<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>	83.3%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83.3%
<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 – 2022		Total fund allocated:		Date Updated: July 2022	
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: 30%
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?:	
<ul style="list-style-type: none"> - To maintain or improve an uptake of 47 places at sporting activities offered through breakfast, lunchtime and after school clubs. - To sustain or improve 98% of pupils choosing to be physical active across a typical school week - Maintain, if not improve, the percentages (60% BAME, 71% SEND, 72% least active) of BAME, SEBD and least active pupils taking part in clubs 	<ul style="list-style-type: none"> - Continue to offer a wide range of clubs for breakfast club, lunchtime and afterschool - Use pupil voice results to introduce other popular club choices - Improve the range of play equipment accessible to pupils during playtimes and lunchtimes 		£5,000	<ul style="list-style-type: none"> - By the end of the year, 50 pupils had taken part in clubs regularly across the year - Pupil voice indicated 98% of pupils were physically active for more than 30minutes a day. The increase in provision/resources available at lunchtime had a positive impact on this. - Club lists show that the % of BAME,SEND and least active pupils remained the same as last year. 	
Sustainability and suggested next steps:			<ul style="list-style-type: none"> - Continue to use pupil voice to identify most popular clubs to run. - Sports apprentice to remain employed before and after school so clubs are accessible to pupils. 		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 12%
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:
<ul style="list-style-type: none"> - To provide leadership opportunities for pupils in sports to help raise the profile - Celebrate the hard work for pupils through certification and assemblies - Raise the profile of sports through inviting sports personalities into school 	<ul style="list-style-type: none"> - Train year 5 and 6 pupils as young leaders and Sport Captains so they can run events for their peers - Use young leaders and sports captains to help organise intra-school events - Establish a timetable of activities that can be run at lunchtimes by the young leaders and sports captains for reception pupils in the summer term. - Have a PE recognition certificate each week which is given out in assembly. - Incite local sports personalities/teams into school. - Arrange for Sportforschools to visit with an athlete 	£2000	<ul style="list-style-type: none"> - Pupil voice from young leaders and sports captain indicates that they enjoy the responsibility of their roles, sometimes more that taking part in activities themselves. - Observations at lunchtime shows that a large proportion of Reception and KS1 pupils are taking part in activities led by the young leaders and sports captains. - Pupils receiving certificates in assembly have an increased sense of pride. It has helped some of the least confident pupils develop a greater sense of love for PE. - Pupil voice indicated the pupils felt inspired after a visit by Steve Frew. It also helped boys see that gymnastics is an incredibly tough sport and you need to be physically fit and strong to complete. They now recognise this sport is for both girls and boys. 	<ul style="list-style-type: none"> - Ensure new children are trained at the end of the academic year, ready to start the new year running. - Continue to complete pupil voice to establish which clubs will be most popular. - Continue to look for local companies – asks parents for links to local clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				48%
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:	Sustainability and suggested next steps:
- All staff will have increased confidence in their ability to adapt and delivery PE lessons which meet the needs of all pupils and follow the schools progression for knowledge and skills	<ul style="list-style-type: none"> - Staff training in specific areas for pupils with SEND - Clear documentation detailing the progression of knowledge and skills in PE - PE TA to complete planning in advance of lessons - Time for the staff and PE to discuss planning together and adapt in light of this for both whole class and individuals 		£8000	<ul style="list-style-type: none"> - Staff voice indicates teachers feel confident using the knowledge and skills progression documentation to adjust lessons for individuals. - Staff have found having planning in advance more effective. - Staff have been trained in teaching pupils with specific needs which has meant lessons can be tailored appropriately.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
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:
- To provide pupils with a wider range of sporting opportunities	<ul style="list-style-type: none"> - Continue to be part of Harpenden Sports Partnership - Evaluate pupil voice and introduce clubs that pupils would like but are not currently available - Activities for the upper KS2 residential trip to be selected to provide children with sporting opportunities they might otherwise not experience - Upper key stage 2 pupils to partake in Bikeability. 	£1,100	<ul style="list-style-type: none"> - A group of SEND pupils attended a Panathlon which gave increased confidence and enabled some pupils to go on and compete and inter-level - Netball club was introduced and well attended by KS2 pupils - Upper KS2 pupils able to try their hand at abseiling, climbing and air volleyball - 90% of pupils achieved the pass rate for Bikeability 	<ul style="list-style-type: none"> - Continue to use Sports Premium to pay into local sporting partnerships - Time to be allocated for PE TA to attend sports partnerships meetings - Consider the age range of pupils completing Bikeability as this needs to be relevant to when children are riding bikes to school.

		Percentage of total allocation:		
		4%		
Intent	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:
- For 90% of KS2 and 30% of KS1 pupils to participate in Level 2 competitions and sporting events	<ul style="list-style-type: none"> - Attend a wide range of competitive and non-competitive events with a range of pupils - Vary the pupils chosen to attend events so that the majority of pupils gain the experience as this will be a drive in them improving their own practice. - Enter a variety of inter-school (Level 2) competitions, as well as host a variety of Level 1 competitions in school. - Embed Level 1 competition into lessons so that each topic leads up to a competitive game/minigame for pupils in the end of topic lesson 	£600	<ul style="list-style-type: none"> - Pupils will take part in a number of events – team list will show this. - Pupils will feel more positive about PE and will play well as a team. - Pupil feedback will be positive. 	<ul style="list-style-type: none"> - Children will be able to complete activities each term - Use of sports TA
Headteacher: Kirsty Badham	Date: Sept. 2022			
Subject Leader: Sam Hodges	Date: Sept. 2022			
Governor: Tim Hughes	Date: Sept. 2022			