

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 **31st 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:
• Good involvement in SGO and Subject Leader organised competitions across the year, meaning almost all KS2 children participated in a • Staff team teaching with qualified coaches- Sport's Futures and Mark Westley (Gymnastics), to upskill and increase confidence in delivering a range of PE curriculum subjects. • Investment in outdoor PE resources and provision; gym equipment, an updated adventure trail and more sports equipment • Year 6 and 5 able to attend swimming lesson this year and have caught up well; continue to offer to Year 4 and 5 next academic year.	• Continuing staff CPD to build confidence in some areas, particularly Gymnastics and Dance • Meeting the need for 30 minutes of activity through active playtimes- providing a range of sports and activities, through good quality Play Leaders, MSAs and resources • Raising the profile of sports and School Games through better engagement with parents

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£5,125**
+ Total amount for this academic year 2020/2021 **£17,787**
= Total to be spent by 31st July 2021 **£22,929**

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. 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.	30 pupils 24 meeting the 25m standard 6 not meeting 25m standard
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 2021. Please see note above.	80%
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.	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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?	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: £22,929	Date Updated: 5 th 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:	
			0.2%	
Intent	Implementation		Impact	Total Spend: £50
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Running a lunchtime Year 5/6 Girls football club and extra-curricular Y5/6 football club through Futures Sports, in order to maintain competitive element and preparing for football matches/ tournaments when able, at no cost to pupils	Schools football association (affiliation fee to access boys and girls football matches) Futures Sports Y5&6 Girls Football Club	£50 £ included as part of their package of PE co-teaching	All pupils in Years 3-6 offered the chance to attend football club throughout the Autumn, Spring and Summer terms.	Continue next year- the provision of free extra-curricular clubs on offer, and targeting specific groups- particularly girls- so that a wider range of pupils can participate
Continuing to implement the Daily Mile as a tool for teachers to use throughout the day, 3-5 times a week, to maintain activity levels.	Engage in Daily Mile initiatives, such as England Does the Daily Mile, and link with Alex Varran to continue our partnership, keep children active and increase health	£None needed	All pupils from R-Y6 participate in the Daily Mile at least x3 times a week. All participated in initiatives and these increased engagement and enjoyment of fitness	We will continue to use the Daily Mile as it is well established across the school and helps pupils to meet the 30:30 activity levels
Subscription to Teach Active to enable all teaching staff to access banks of resources for English and Maths, to provide active lessons to all pupils	Teachers have been set up on the Teach Active website and accessed a staff meeting on how to use the resources. We have had access to these resources to use across the curriculum this academic year (and extended to next December)	£free (Paid for by SGO)	Teachers are beginning to use the resources and children are active, engaged and enjoying learning in new ways.	All staff to be reminded to use these resources in the new academic year, September 2022. Refresher training on the resources in Autumn term to get best use from these.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15%
Intent	Implementation		Impact	Total Spend: £3,400
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Joined the Youth Sports Trust for access to high quality resources, networking and opportunities to use sports and wellbeing in classrooms, around the school and in assemblies or on displays	Children to have a greater awareness of the positive impact of sports and how this can improve their wellbeing and resilience	£525	After assemblies linked to YST ideals, children are able to recognise the importance of Sports and PE, staying healthy and improved mental health	Continue to link PE & school sports to health and wellbeing in whole school assemblies, displays and
Encouraging KS2 children to understand the importance of trying and growth mind-set in PE, school sports and to the wider curriculum	BMX assembly for KS2 and a day of activities for Y6 to encourage resilience and growth mind-set	£575	Pupils are more aware of the struggles sportspeople go through and the perseverance they have to continue- they are beginning to implement this to their own outlook on sports and the curriculum	Book Mike Mullens for Y6 again next year – Subject leader to look into other ways to incorporate this into the sports curriculum
Children will value being selected for our range of school sports teams, and want to wear our sports uniform with pride. Teachers will be necessarily outfitted with sports clothing to provide a uniform approach and look.	Pupil sports kits purchased (first time in 10 years) for our extra-curricular sports teams. Teacher sports kits to wear appropriate clothing to teach PE and extra-curricular sports.	£2,300	To be seen- kit arriving in Autumn term, ready for the new academic year	Maintain registers of the pupil kit to enable all children to access this for year to come.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				56%
Intent	Implementation		Impact	Total Spend: £12744
<i>Your school focus should be clear what you want the pupils to know and be able to do and about</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has</i>	<i>Sustainability and suggested next steps:</i>

<i>what they need to learn and to consolidate through practice:</i>			<i>changed?:</i>	
Staff to co-teach PE lessons alongside a qualified Sports Coach. This will allow teachers to have time to assess children and increase subject knowledge to ensure teachers have the skills, knowledge and confidence to teach PE to a good or better standard, and to enable independent teaching in the future.	a) Sports Future employed for each term to teach one hour weekly PE lesson to all classes from R – Y6. b) Mark Westley employed for Autumn term to deliver CPD / co-teaching sessions in Gymnastics for 4 classes	a) £11,545 b) £800	Positive role model for children through the use of highly skilled coach. Pupils engaged in PE lessons and learning more technical aspects of PE. Staff have developed a further range of strategies to use for games lessons and have increased confidence in delivering lessons.	Ensuring specialist provision to upskill staff and ensure all pupils access high quality PE provision – Subject leader to continue to monitor
Membership to local and national organisations to ensure best practice for teachers, access to CPD and up-to-date resources	a) St Albans Subject Leader training day b) Herts Primary PE Conference for Subject Leader to attend to access latest information to implement in school	a) £50 b) £150 (+ class cover costs = £199)	Subject leader is engaging in the mental wellbeing aspect of the PE curriculum and reflecting on our practices. Pupils will gain from this in the future, as more lessons incorporate the 5 ways of wellbeing	Staff to implement the knowledge gained throughout the year and continue into next academic year.
Improving the curriculum - to ensure progress of skills and knowledge from R-Y6 - having clear planning for teachers to follow to ensure progression of skills in year group units - Use of Cambridgeshire scheme for teacher's planning	Updating the whole school curriculum map in light of last year's adapted curriculum, to ensure all pupils develop the skills across the whole of the PE curriculum	£Subject Leader Time	Staff are aware what they should be prioritising in terms of skills and games focus. They are also more confident in following lesson plans and sequencing lessons appropriately to ensure progression of skills within and across year groups. This will lead to, over time, pupils progressing their skills better.	We will continue to monitor next year. Sharing the curriculum map for 22-23 in July to enable teachers to have prior understanding of the units they will teach next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

30%

Intent	Implementation	Impact	Total Spend: £6727.32
<i>Your school focus should be clear</i>	<i>Make sure your actions to</i>	<i>Funding</i>	<i>Evidence of impact: what do</i>

<i>what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>achieve are linked to your intentions:</i>	<i>allocated:</i>	<i>pupils now know and what can they now do? What has changed?:</i>	<i>next steps:</i>
To purchase a range of new sports equipment and upgrade current resources so children have access to a wider range of sports with inclusive, high standard equipment.	a) Investment in outdoor PE resources and equipment to enable all pupils to access a larger range of sports and to help keep children active – Outdoor Activity Trail b) Purchasing new footballs, basketballs, tennis balls and playground balls to increase levels of activity and participation in lessons and at break times c) Purchasing hockey equipment to replace broken equipment, additional playground games and ball storage to ensure easy access for all sports	a) 4,894.95 b) £557.37 c) £512.68	All pupils now able to play on the activity trail, access games and keep active during break times During lessons and at break times, more children are able to play small sided games, meaning they are developing their skills	Audit and publish a list of equipment and resources so all staff are aware of break time and PE equipment to use-encourage children to use a wide variety, but to respect and keep separate from lesson resources so these can be accessed too
To use National Sports Week as an opportunity to provide workshops in new and diverse sports or activities to encourage all children to find a sport they enjoy. This will also be used to develop school-community-club relationships.	a) Fencing workshops for Y2 & 3 b) Skateboarding sessions for Y6, 5, 4, 3 c) BMX Day for Y5 & 4 d) Rugby sessions for Y2, 1 and R	a) £200 b) £500 d) £575 e) free	All KS2 pupils offered a chance to experience a new or unusual sport (fencing, archery) or the opportunity to participate in activities.	Feedback from children and staff from the week was overly positive and they enjoyed the variety of sports, which they hadn't tried before. We will arrange a wider selection of in-school experiences and trips next year

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	Total Spend: £0
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Entering ?? inter school events run by SGO and allow all pupils to access a range of sports in both a competitive and non-competitive way	Subject leader sent out the competitions / events to relevant teachers or year groups, and entered the data submitted.	£0 Costs for taxis?	A high proportion of pupils participated in a range of activities and tried new skills or sports which they hadn't accessed before. Many enjoyed the less competitive element and preferred participating as a result.	We will continue to enter SGO and other sporting events throughout next academic year.
- Organising intra competitions through Play Leaders at lunchtimes - Entering inter schools competitions provided by SGO - Participating in Netball, Football and Cross Country leagues and friendly matches - Participating in District Sports - Sports Day as a carousel of activities for y1-6 - Sports Days held for Reception and Nursery classes	Pupils were able to choose which events to participate in throughout the year, with trials for fair selection for clubs, teams and individual events. Certain participation groups were targeted to ensure all children had access to competitive sport in some way this year.	£0	Pupils enjoyed competitive elements, especially those who excel at sports. They liked the link to their house teams as they were working for themselves as individuals as well as earning points for their house.	We will continue to enter SGO and other sporting events throughout next academic year.

Signed off by	
Head Teacher:	Gillie Young
Date:	20.07.22

Subject Leader:	Charlie Honour
Date:	13.07.22
Governor:	Jennie Rayson
Date:	20.07.22