

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:

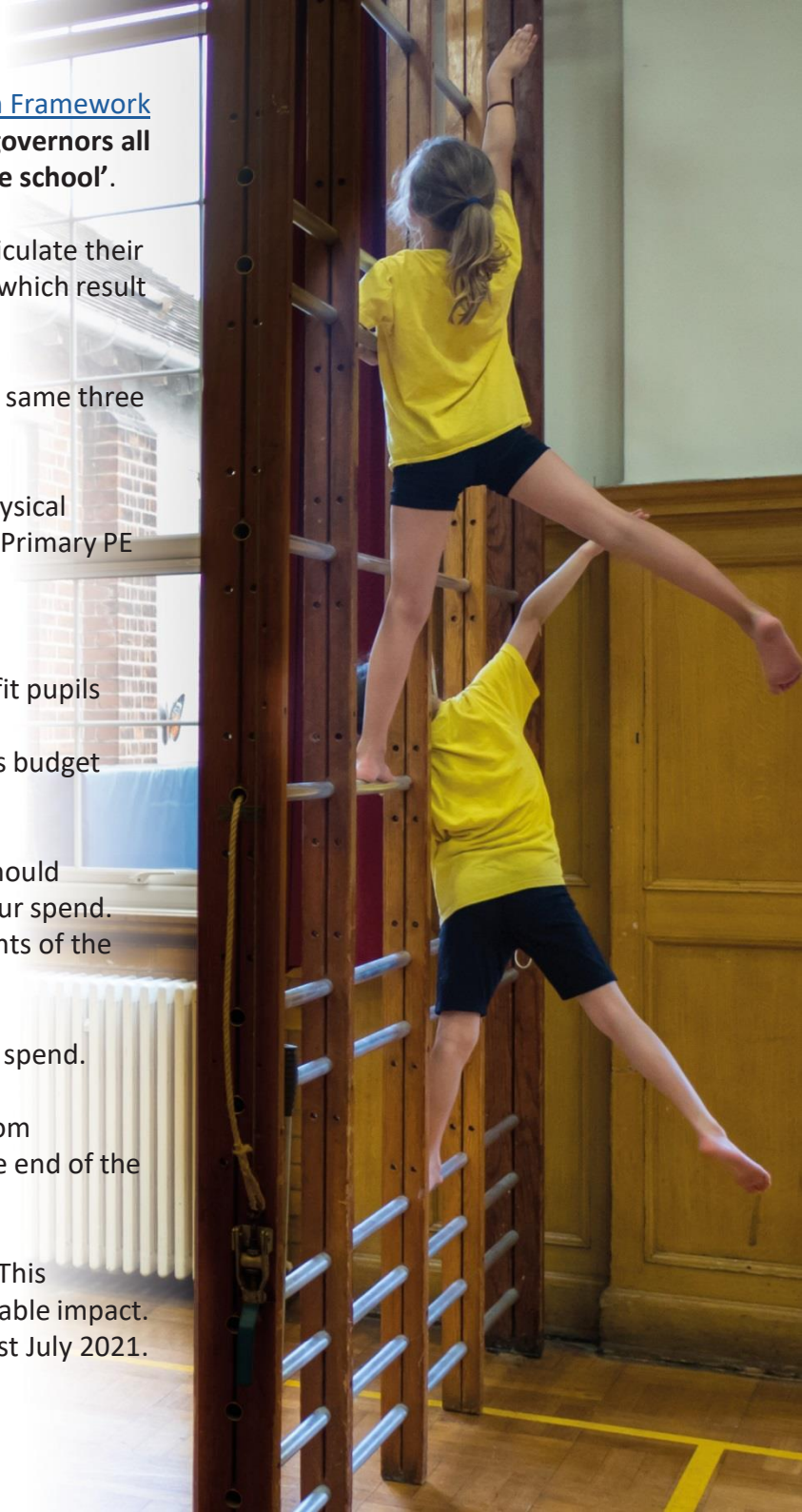
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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](#).



Physical Education and Sport Premium Action Plan 2020-21

St Peter's Primary School

Current spending from July 2020 – July 2021

The plan aims to improve the quality and breadth of PE and sport provision, including increasing participation in PE and Sport so that all pupils develop healthy lifestyles and fulfil their potential.

Vision

Our vision is to raise the aspirations of all pupils regardless of athletic talent, physical and mental abilities or disabilities. We encourage them to acquire motor skills to perform a variety of physical activities in order to pursue a healthy and active lifestyle in an increasingly changing society.

Aims

We aim to ensure that the provision is challenging and appropriate and the support mechanisms are in place to allow all to reach their full potential. The provision will be inclusive, engaging, innovative, inspiring and raise aspirations. It will provide high quality sustainable Physical Education and sport within the curriculum and out of school hours. Our action plan encompasses all the key concepts to develop pupils' Competence, Performance, Creativity and Healthy Lifestyles. It will also provide high quality continuous professional development (CPD) for all teachers and other adults involved in the delivery of PE and school sport. It will aim to build sustainable professional learning networks including effective school to school support and families of schools working together. It will provide the children with the skills, confidence and relevant experiences to succeed at their chosen level and discipline and inspire them to rise to the challenge of competition and participate competitively.

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 throughout lockdown and across the year, mainly intra but also inter school. • Staff team teaching with qualified coaches, Mr & Mr Morgan, to upskill and increase confidence in delivering a range of PE curriculum subjects. • Investment in outdoor PE resources and provision; ensuring the MUGA is well-equipped for a range of sports, such as Netball, Football and Basketball, and used in PE lessons, during break times and for extra-curricular clubs.	• Unable to access either Westminster Lodge or St Albans School swimming pools this academic year, resulting in many children missing 3-4 terms of swimming. We will need to ensure catch up programmes or further opportunities for swimming next academic year.

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

Total amount carried forward from 2019/2020 **£15,641**
+ Total amount for this academic year 2020/2021 **£17,759**
= Total to be spent by 31st July 2021 **£33.400**

Academic Year: September 2020 to March 2021		Total fund carried over: £15,641	Date Updated: 17/05/21		
What Key indicator(s) are you going to focus on? Key Indicators 3 & 4					Total Carry Over Funding: £15,641
Intent	Implementation		Impact		
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.	Sports Future employed for each term to teach one hour weekly PE lesson to all classes from R – Y6.	Carry over funding allocated: £3,686	Evidence of impact: Positive role model for children through the use of highly skilled coach. Pupils engaged in PE lessons and learning more technical aspects of PE.	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: Ensuring specialist provision to upskill staff and ensure all pupils access high quality PE provision, especially during building works where hall space and outdoor space is will be limited during Autumn and Spring terms.	
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.	Investment in outdoor PE resources and equipment, after building works, to enable all pupils to access a larger range of sports and to help keep children active.	£11,955	Staff have developed a further range of strategies to use for games lessons and have increased confidence in delivering lessons. Outdoor Gym equipment to be installed in May half term, to increase active break times and assist children in remaining physically fit and active.		

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.	We have used Oak National Academy Water Safety lessons (x3) with our KS2 classes to teach swimming theory while we have been unable to go swimming.
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.	93% 28/30
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.	83% 25/30
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80% 24/30
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: £17,759	Date Updated: 29/06/21	
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:
				0.01%
Intent	Implementation		Impact	£30
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:
Running a football club in year group bubbles (Y3/4, Y5/6) as external extra-curricular clubs and Year 5/6 Girls as sports premium funded through Futures Sports, in order to maintain competitive element and preparing for football matches/ tournaments when able	Schools football association (affiliation fee to access boys and girls football matches) Futures Sports Y5&6 Girls Football Club	£30 £ 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 and Summer terms.	Increasing the provision of extra-curricular clubs on offer, and targeting specific groups, next academic year when COVID restrictions allow
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. They are beginning to implement these in lessons. Y5 have run a Teach Active club for 1 hour once a week to assist in increasing activity levels and learning.	£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 2021. Subject leader to conduct pupil voice on the resources and active learning during Autumn term to track impact and engagement.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0.02%
Intent	Implementation		Impact	£36.98
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:
Virtual, whole school PE challenges during home learning period were inclusive of all year groups so that pupils maintained their activity levels and each week the winners from each class and house team were announced in assembly to draw awareness	Subject Leader set weekly challenges which could be adapted for those at home or at school. Many families engaged and pupils were eager to see which house won each week, which was announced by the head teacher in assemblies.	£subject leader time	Pupils were engaged and participated well. Many were able to access challenges and feedback was positive, especially as many were individual challenges and motivated individuals.	We will continue to enter virtual or in person events next academic year, and highlight these in assemblies, newsletters to ensure all pupils aspire to be active and succeed.
All of Year 5 and 6 participated in the 'District Sports' events at Westminster Lodge during PE lessons, with scores and points tracked to encourage engagement. They were presented with trophies and the winners announced to the whole school and in the newsletter.	All Year 5 and 6 children participated in at least 2 athletics events. Children encouraged others to give it a go and increased their confidence. The assembly and newsletter drew attention to their efforts, even though we were unable to have spectators or compete in the actual District Sports due to cancellation.	£36.98 (trophies)	Pupils who succeed were recognised for their sporting excellence and will hopefully continue to participate in athletics in the future. Many surprised themselves by being better than they thought or trying out a new sport. Younger year groups were inspired and impressed by their achievements.	We will continue to enter virtual or in person events next academic year, and highlight these in assemblies, newsletters to ensure all pupils aspire to be active and succeed.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
Intent	Implementation		Impact	£8302
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:
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.	Sports Future employed for each term to teach one hour weekly PE lesson to all classes from R – Y6.	£ 7474	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, especially during building works where hall space and outdoor space is will be limited during Autumn and Spring terms.
Membership to local and national organisations to ensure best practice for teachers, access to CPD and up-to-date resources	a) Herts Primary PE Conference for staff to access a range of CPD courses and videos b) AfPE Level 4 Supporting Pupil's Wellbeing Through Sport online course for subject leader (from May 2021)	a) £300 b) £350	Staff who accessed the training resources gained knowledge on how to delivery high quality lessons, as well as access to resources to use. Subject leader is engaging in the mental wellbeing 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. Subject leader to feed back learning from Level 4 in a staff meeting and conduct a long term review and study into incorporating this into the curriculum and lessons

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	Investment in the Cambridgeshire Scheme of Work for PE Updating the whole school curriculum map in light of COVID, building works and access to equipment and space	£178 £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, as a disrupted year has meant not all teachers have taught all units. Sharing the curriculum map for 21-22 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: 53%
Intent	Implementation		Impact	£9,463.19
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 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.	Investment in outdoor PE resources and equipment, after building works, to enable all pupils to access a larger range of sports and to help keep children active. - All year groups given a break time activity kit, including balls, hoops etc. to keep active in bubbles - MUGA updated with basketball hoops (x8) to allow more games to be played	£7820.69	Pupils able to play games and keep active during break times, while not sharing equipment with other year groups. During lessons and at break times, more children are able to play small sided games, accessing basketball which we haven't previously been able to offer.	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.

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, 4, 5 b) Archery workshops for Y4, 5, 6 c) Soft Play for EYFS & Y1 d) Y3 trip to Vertigo Adventures (OAA) e) Y5 trip to the Snow Centre	a) £300 b) £450 c) £180 d) £350 e) £362.50	All KS2 pupils offered a chance to experience a new or unusual sport (fencing, archery) or the opportunity to participate in activities. Year 5 and Year 3 to have the opportunity to try a OAA activity.	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
Entering 14 virtual inter school events run by SGO, throughout in-person and remote delivery and allow all pupils to access a range of sports.	Subject leader sent out the competitions / events to relevant teachers or year groups, and entered the data submitted.	£0	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.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	£0
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:
Organising intra competitions while unable to compete in person against other schools, through at home challenges. Entering the virtual inter schools competitions provided by SGO. Participating in District Sports Organising bubbles Sports Day as a carousel of activities	Pupils were able to choose which events to enter during home learning and teachers opted for appropriate competitions during in school learning.	£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.
Entering 14 virtual inter school events run by SGO, throughout in-person and remote delivery and allow all pupils to access a range of sports.	Subject leader sent out the competitions / events to relevant teachers or year groups, and entered the data submitted.	£0	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.

Signed off by	
Head Teacher:	Gillie Young
Date:	July 2021
Subject Leader:	Charlie Honour
Date:	05.07.21

Governor:	Jennie Rayson
Date:	July 2021