

# 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:

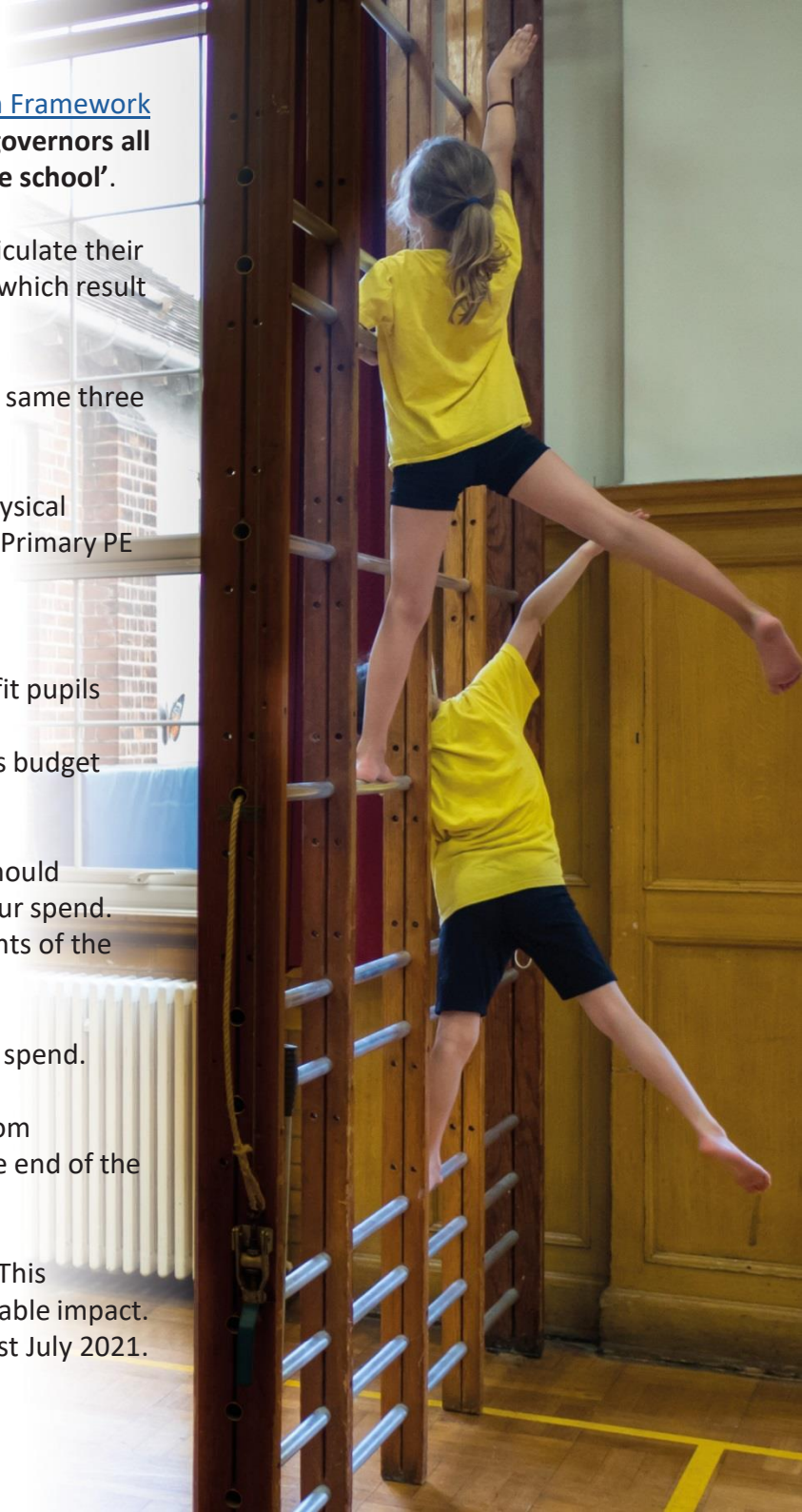
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:  |
|---|---|
| <p><b>March 2020 – June 2020</b></p> <p>The coronavirus pandemic has had a significant impact on many of our usual practices for our further progress in PESSPA across the school. All competitive events were cancelled along with the cessation of specialist coaching which had been booked for the Spring and Summer terms.</p> <p>Whilst some objectives for further improvement set from last year have been started, we have been unable to develop them fully or evaluate their impact as over 90% of children have not been in school since the Government announced their lockdown..</p> <p>As an active school, we understand the value and importance of physical activity on children's physical, cognitive and social and emotional development, and where possible we have tried to adapt and offer ideas to parents to encourage the whole family to keep active within their homes.</p> <p>For those children of Key Workers who have remained in school throughout lockdown, daily workouts and extended break and lunchtimes, along with socially distanced L1 competitions, have meant that they have been able to make the most of the space in the school grounds.</p> <p>The majority of the Sports Premium Grant continues to be used to employ a specialised teacher (Mrs Small) to work alongside class teachers. Mrs Small was in school with key worker pod and was able to support the delivery of the following:</p> <ul style="list-style-type: none"> <li>Assess impact of coronavirus pandemic on children's physical and emotional wellbeing. Provide interim curriculum resources for staff to ensure high quality PE can take place whilst adhering to government guidance on social distancing. Health and Safety.</li> <li>Communication with our school community has been maintained throughout the pandemic through PE section on home learning sheet with suggestions for activity and sport every week, incl Herts Virtual School Games.</li> <li>In addition, we have been able to hold a virtual Sports day with all Key Stages</li> <li>Virtual Community Fun Run All children, their families and staff were encouraged to film themselves running 100m in aid of raising money for the NHS. The films were then edited together to produce our own community run. This promoted active and</li> </ul> | <ul style="list-style-type: none"> <li>Continue to develop role of House Captains to encourage leadership skills and further promote activity at lunchtimes</li> <li>Analysis/Review of PE curriculum to identify progression in knowledge skills and vocabulary to improve staff expertise. Feedback and evaluation of Complete PE scheme and its effective use</li> <li>Curriculum day for subject co-ordinator to observe lessons to ensure quality of PE lessons remains at high standard and support staff where necessary.</li> <li>Use of PE working wall in hall and court on a regular basis. Use of photographs and video clips from Complete PE to show WAGOLL for gym etc to ensure progression throughout year groups and improve confidence in teachers' assessment of subject.</li> <li>Beginning of academic year monitor concentration levels in children add in physical activity daily , evaluate at end of term to see any improvement.</li> <li>Increase engagement in Virtual competitions</li> <li>Catch up swimming lessons for children that have missed out as a result of pandemic</li> <li>Ensure that 2hours of PE is maintained on return to school in September 2020 to promote physical activity</li> <li>Focus on pupil and staff wellbeing following lockdowns, using physical activity as a tool to promote this. Maintain 2 hours PE in weekly timetable as a minimum.</li> <li>Use of informal and formal L1 sports competitions.</li> <li>Re-introduction of extra-curricular sports clubs when Govt restrictions lifted.</li> <li>Focus on developing leadership skills of older pupils once restrictions on class bubbles are lifted so that UKS2 have opportunities to act as role models to younger pupils through running of lunch time clubs.</li> <li>Emphasis on gymnastic skills for next academic year once hall is available for use.</li> </ul> |

|  |  |
|--|--|
| <p>healthy lifestyles outside of school</p> <ul style="list-style-type: none"> <li>• Key Worker children have daily exercise session, along with extended lunch and break times. Opportunities for L1 competitions including 4 square, tennis and Tri Golf.</li> </ul> <p><b>July 2020</b></p> <ul style="list-style-type: none"> <li>• Equipment and resources provided for each bubble in phased return to school.</li> <li>• PE lead attended online webinars run by Herts Sports Partnership linked to continued delivery of high quality PE within current climate. Information shared with staff.</li> <li>• Training provided for staff to use the Complete PE assessment tool to accurately assess children's progress in PE.</li> </ul> |  |
|--|--|

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      £.0**

**+ Total amount for this academic year 2020/2021    £ 17,610**

**= Total to be spent by 31st July 2021                      £ 17,610**

|   |  |
|---|--|
| <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 transfer to the pool when school swimming restarts.</p> <p><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></p> | <p>Data based on swimming attainment in Year 3 and confirmed with parents prior to Brenscombe Residential Trip May 2021</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><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.</p> <p>Please see note above.</p>  | <p>93.75%</p>  |
| <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>  | <p>93.75%</p>  |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>   | <p>59.4%</p> <p>NB this data is confirmed from their <b>attainment in Year 3</b>. Ten children have joined the class since then, and did not do swimming lessons through St Andrew's. Information sourced from parents.</p>  |
| <p>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?</p>  | <p>No. Although children in current Year 4 were all offered catch up sessions June 2021 (6) due to lessons missed during lockdown March 2020. 7 children identified, 5 children took up the offer.</p> <p>Current Year 3 also attended swimming lessons as they had missed their programme in Jan – March 2021 due to lockdown 2. 6 sessions provided Jun – July 2021 with further 6 sessions booked for Sept –Oct 2021.</p> |

## 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: £17 610 | Date Updated: June 2021  |  |
|--|--|-------------------------------|--|--|
| <b>Key indicator 1:</b> 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:  |
|  |  |                               |  | 20%  |
| 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:   |
| Sept 2020 <ul style="list-style-type: none"> <li>Understand the importance of maintaining physical activity as one of the 5 ways to wellbeing</li> <li>Increased opportunities for our children to be more active</li> <li>Increase aerobic exercise through the school</li> <li>Raise participation levels of physical activity across the school.</li> </ul> | Maintain 2 hours PE timetabled for every year group throughout the week.<br><br>Timetabling for use of Daily Mile Track to ensure that all children have additional opportunities for physical activity in the day.<br><br>Maintain platinum membership of BSP to provide opportunities to participate in virtual competitions eg Santa Dash, Multiskills , Basketball, Speed stacking<br><br>Provision of PE equipment for each class to promote physical activity during playtimes and lunchtimes. | £1960                         | Children have learnt to adapt to their changing environment and circumstances.<br><b>Sept 2020</b><br>On return to school physical activity within PE lessons and other opportunities has helped to <ul style="list-style-type: none"> <li>increase self-esteem.</li> <li>Re-build strong relationships with peers.</li> <li>help develop critical thinking skills.</li> <li>resilience</li> <li>develops team spirit</li> </ul> | Monitor activity levels of children on annual basis in order that least active children are targeted with appropriate opportunities for physical activity.<br>Full programme of sports activity clubs at lunchtime and after school, including vulnerable groups 'Active Adventurers', 'Girls football'.<br><br>Continued membership of BS Partnership to ensure increased participation in virtual competitions (and face to face when allowed) |

|   | <p><b>January 2021</b><br/>Use of Complete PE lessons adapted for home learning and improved technology (use of TEAMS) ensured that children were able to participate in physical activity during lockdown.</p> <p><b>March 2021</b><br/>Bike-ability course for Y6 children</p> <p><b>May 2021</b><br/>Provision of after school clubs for Year group 'bubbles'<br/>Keep log of participants in clubs and L2 competitions to ensure gender balance.<br/>Offer sports clubs to both genders.<br/>Provide single gender clubs (eg girls football club) where appropriate.</p> |                    | <p><b>Jan 2021</b><br/>Use of TEAMS and improved home learning enabled children to feedback to their class teachers their achievements in weekly PE lessons.</p> <p><b>March 2021</b><br/>Return to school, continued participation in Virtual BSP competitions (Multiskills, Basketball, Speed stacking- Y4 children won BSP Basketball competition)</p> <p><b>May 2021</b><br/>Resumption of After school Netball Football and Tag Rugby for year group bubbles. (Waiting list for all clubs)<br/>Participation in L2 BSP Netball and Football. However local rising infection rates led to matches being cancelled therefore no L2 competitions able to take place.</p> |  |
|---|--|--------------------|--|--|
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | 20%                                      |
| 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"> <li>Pupils to be aware of the importance of PE and sport and developing healthy lifestyles, link to 5 ways to Wellbeing.</li> <li>Setting personal targets to achieve throughout units of work in PE lessons</li> <li>To deepen skills and knowledge in different areas of PE.</li> </ul> | <p>PE Co-ordinator to attend Wellbeing for return to school training (Sept 2020)<br/>Survey of pupils' wellbeing (Nov 2020)</p> <p>Use of STEP planning within lessons.</p> <p>Use of PE working wall in hall and court on a regular basis. Use of photographs to show WAGOLL for gym etc<br/>Discuss display questions to provide challenge and promote reflection on children's learning (for staff and pupils)</p> |  | <p>Jan 2021<br/>INSET Share results of wellbeing with staff, discuss strategies to implement in school as a result of responses from children<br/>(As a result of second lockdown postponed until return to school)<br/>PE identified within school SEF as strength of school to promote wellbeing for all pupils<br/>(Brokerage Visit May 2021)</p> <p>Improvement in children's physical literacy, encourage children to challenge themselves and develop critical thinking skills. All lessons ensure sufficient challenge within lessons in order that children can continue to make progress.</p> <p>Show improvement in number of children achieving AARE. (Assess in light of second lockdown)</p> <p>Lessons begin with 'Show what you know introductory activity)<br/>Use of Complete PE scheme video clips demonstrate WAGOLL<br/>For self and teacher assessment.</p> | <p>Continue to develop children's physical literacy, particularly in gymnastic skills (impacted because of restricted indoor space due to pandemic)</p> <p>Investigate possibilities of outdoor gymnastics.</p> <p>Use Sports Partnership coaching opportunities to for specific gymnastic teaching and CPD for staff.</p> <p>Train new staff in use of assessment tool Complete PE</p> |
|--|---|--|--|---|

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

|   |   |                    |   | 20 %   |
|---|---|--------------------|---|--|
| 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"> <li>By continuing to improve the skills, knowledge and confidence of all staff, leading to improved quality of teaching .</li> </ul> | <p>PE Curriculum Day Summer 2020 (postponed following lockdowns)</p> <p>Subject leadership review. All foundation subjects have 2 members of staff to ensure quality breadth of provision across school and regular monitoring of policy to maintain challenge and access for all pupils.</p> <p>TA's to support staff in PE lessons</p> <p>Staff training – Sports Partnership CPD training available for all.</p> <p>Co-ordinator to attend all Sports Partnership meetings</p> |                    | <p>Improving pupils health, skills and physical literacy, and giving a broader exposure to a range of sports</p> <p>Pupils have greater breadth of experience in a range of physical activities.</p> <p>Enhancing pupils creative, social and thinking skills in PE, so that they can adapt to different environments and circumstance</p> <p>TA's to be able to use skills and resources observed in lessons and implement in lunch and play times</p> <p>Continued CPD in adapting PE challenges as a result of pandemic restrictions</p> <p>Maintained positive relationships with cluster and link schools enabling co-ordinator to maintain and improve knowledge, skill, good practice and expertise in order to disseminate to other staff</p> | <p>PE Curriculum Day (Autumn 2021)</p> <p>Curriculum review of subject using NC requirements and showing progression of skills, knowledge and vocabulary for each year group, thus ensuring staff are aware of expectations for all children and next steps. Summer/Autumn 2021)</p> <p>PE policy to be reviewed (Autumn 2021)</p> <p>Continue to be a Platinum member of Sports Partnership</p> <p>Re-establishing sports links with link secondary school.</p> |

|  |  |                    | members and thus maintain high standards of teaching, physical activity experiences.   |   |
|--|--|--------------------|--|---|
| <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils   |  |                    |  | Percentage of total allocation:<br>20%  |
| 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"> <li>Continue to offer a wider range of opportunities both within and outside the curriculum in order to get more pupils involved</li> </ul> | <p>Maintain membership of BSP and access to specialist coaches (Govt restrictions permitting)</p> <p>Increase sporting leadership opportunities at break and lunch times – Sports captains and Vice captains to organize intra school competitions, Change 4 Life Champions (Govt restrictions - class bubbles- and lockdown prevented this )</p> <p>Y6 residential trip to Brenscombe Outdoor Activity Centre(May 2021)</p> |                    | <p>Coaches booked for Spring Term 2020 postponed. Focus on developing team sports to promote wellbeing and relationships</p> <p>Positive experiences for younger children – inclusivity and more active lunch times</p> <p>Opportunities for children to participate in different roles, improve leadership, communication, organisational skills.</p> <p>Range of new activities for all pupils including, rock climbing, abseiling, high ropes, raft building, canoeing providing opportunities for personal challenge and growth, strengthening peer relationships, resilience and team building.</p> | <p>Re-introduce sporting leadership opportunities at break and lunch times – Sports captains and Vice captains to organize intra school competitions, Change 4 Life Champions- Autumn Term</p> <p>Reintroduce Y5 residential trip Aylmerton (Sept 2021)</p> |

|  |  |  |   |  |
|--|--|--|---|--|
|  | Whole school dance (linked to whole school writing project )May 2021 |  | Collaboration and enjoyment as a whole school community (first opportunity to physically come together in one place since March 2020) |  |
|  | Summer 2 Catch up Swimming lessons Y3/Y4                             |  | Children will be able to achieve NC requirements for swimming and water safety.   | Continue swimming lessons in Autumn 2021 Y4<br>Book swimming lessons Yr 3 Summer 2022. |

| 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: |
| <ul style="list-style-type: none"> <li>More children to be involved in competitive sports</li> <li>To build up pupil's resilience for winning and losing</li> </ul> | <p>Platinum membership to Birchwood Sports Partnership.</p> <p>Participation in virtual competitions for different year groups.</p> <p>BSP Summer League Netball and Football (local rise in infection rates prevented competitions)</p> <p>Competitive sports opportunities in lessons and at end of each PE Unit</p> <p>Sports Days for all key stages across school Summer 2</p> |                    | <p>Children have participated in virtual competitions including: Multiskills, Basketball, Fitness Challenge, Rapid Fire Cricket, Sports Hall Athletics.</p> <p>Friendly matches with local schools, can represent their school once again.</p> <p>Enable children to learn to play together as a team after lockdown.</p> <p>Enables whole school to come together as a community.</p> |  |

|                 |                            |
|-----------------|----------------------------|
| Signed off by   |                            |
| Head Teacher:   | Caroline Dimond            |
| Date:           | 10 <sup>th</sup> July 2021 |
| Subject Leader: | Julie Small                |

|           |                            |
|-----------|----------------------------|
| Date:     | 1 <sup>st</sup> July 2021  |
| Governor: | Lindsay Steel              |
| Date:     | 15 <sup>th</sup> July 2021 |