

# 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:

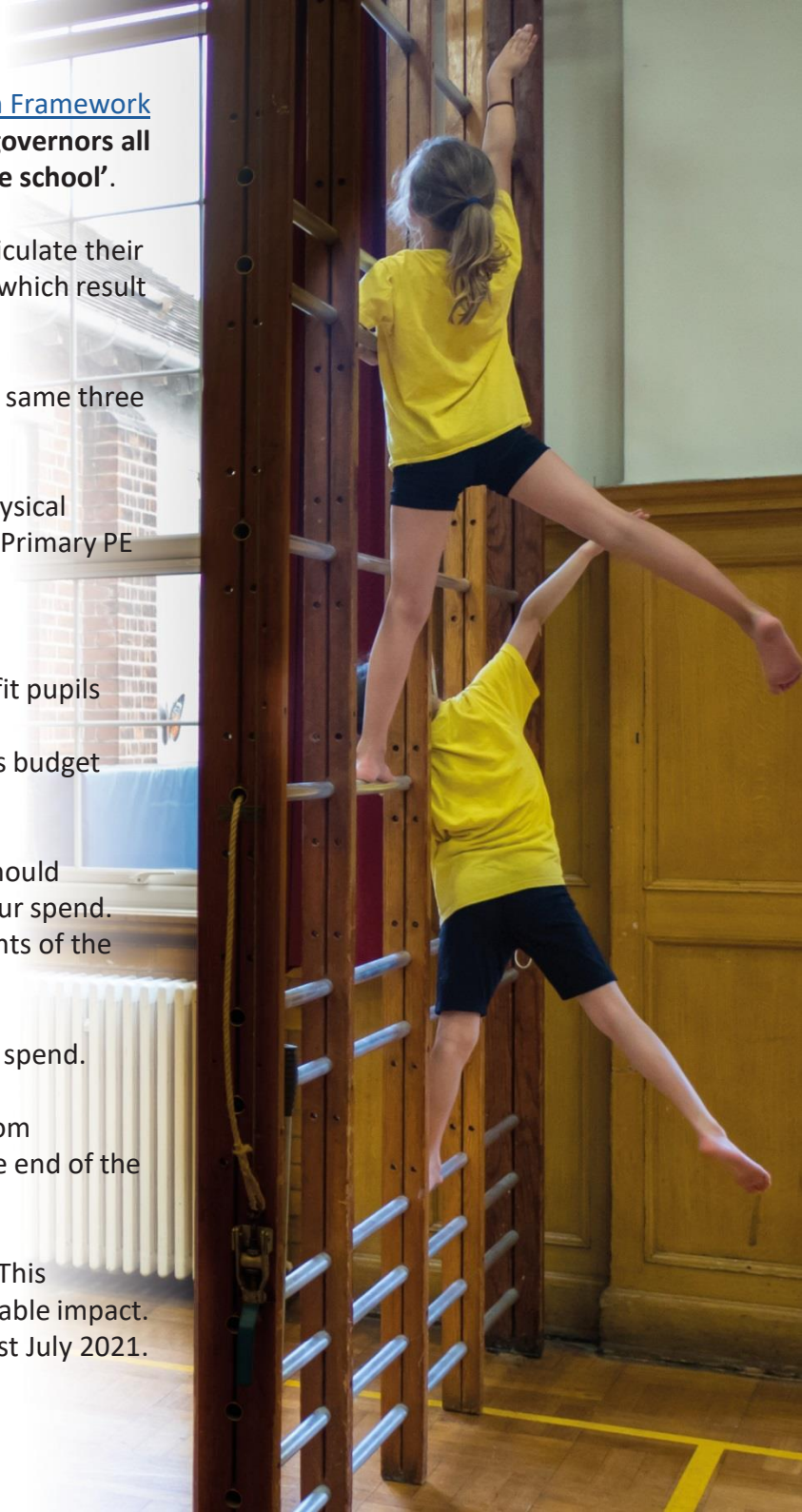
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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



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>Sports Apprentice introduced Complete PE as staff development tool.</p> <p>During Lockdown, physical activity was given a high profile with all classes through the use of on-line websites and activities.</p> <p>Parent Survey indicated the importance of outdoor physical activity on mental and physical health during this time.</p>	<p>Review the curriculum to highlight areas of strength and development within the curriculum. To review the Colney Heath PE Curriculum Map/Complete PE based on areas of need from pupil assessment.</p> <p>Used this information to ensure that during the Spring 21 lockdown, Sports Apprentice delivered weekly PE sessions on-line. Encouraged parents to participate in outdoor activities. Reviewed the OAA curriculum as high priority in KS 2.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020      £0**  
**+ Total amount for this academic year 2020/2021    £17,706**  
**= Total to be spent by 31st July 2021                    £17,706**

<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>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>	66 %
<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>	54 %
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	46 %
<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>	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: £17,706		Date Updated:15.7.21	
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:
					%
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?:
Maintain high profile of sport and activity during periods of lockdown		Weekly PE sessions led by Sports Apprentice via Zoom for all classes. Class teachers signposted physical activities each week within lockdown activities and promoted mental and physical benefits of activity.		(£12,400)	Pupil and parents survey feedback highlighted value of PE input as positive on physical and mental health during lockdown. Hits on website indicate levels of engagement from Years R-6. Parents submitted photos of children participating in activity. Key worker children had access to daily physical activity class plus increased amounts of outdoor activity.
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?:

Training of sports apprentice to deliver curriculum and model to teachers	Sports apprentice undertaking course work, being observed by college, complete learners handbook	£300	Apprentice achieved Level 4	School to consider future appointment of as new apprentice
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	70%
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:
Following review of Curriculum Map, highlight staff voice to prepare areas for development.	Gymnastics, Dance and Outdoor Adventurous Activity (OAA) (at KS2) as development points.  KS2 review of OAA units and development with KS2 staff and Sports Apprentice. OAA units modelled in Year 6 by class teacher to Sports Apprentice. Skills for each subject developed from the Complete PE scheme.	£12,400	All KS 2 classes delivered units on OAA.  Dance skills to be used by teachers in 21/22 to create units where the Complete PE units do not relate to existing skills or curriculum links to other subjects. All units reviewed to ensure progression of critical content and skills into 21/22 after lockdown modifications.	Staff training opportunities needed to support delivery of Complete PE approach
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	24%
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	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:

consolidate through practice:				
Additional achievements:				
Ensure the provision of OAA that would normally be offered during residential experience is available to Year 6	Water sports day at HYMB as part of two day camping trip.	£320	Children in Year 6 had bell-boating, SUP and kayaking as well as camping	Booking already made for June 22. Allocation to specific year group to be confirmed once other residential provision is allocated.
Offer broader range of gross motor activity opportunities in KS 2 playtime	Replacement of KS2 climbing frame	£4,000	New equipment offers opportunities to develop upper body strength, hand-eye co-ordination, core strength, static and dynamic balance and motor planning. All classes use on rota.	As funding becomes available, further sections will be added targeting other physical opportunities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4%
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:
Lockdown restrictions prevented inter-school competitive sport.  Resumption of Boys' Football Tournament	Sports Apprentice organised virtual Archery tournament to compete against other schools.  CH School hosted the St Albans' Football Tournament	£700	Presence in inter-school competitive sport.  Clubs continued: Football, netball and athletics  Competitive tournament with number of schools.	School already signed up for competitive competitions 2021-22.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	