

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](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. **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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 17,706
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17,761
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,761

Swimming Data

Please report on your Swimming Data below.

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 then 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	
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 2020. Please see note above	60 %
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	56 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60 %
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:	Date Updated:	
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:
				17 %
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:
Use of Complete PE Scheme as the intent behind the formation of the whole school curriculum map in order for children to participate in broad and balanced PE curriculum throughout the year	Complete PE units aligned across the school. CPD aligned to needs arising from staff survey. Children participate in variety of activity from Dance, Games, Gymnastics, Athletics, OAA(KS2) and Swimming (Years 3/4) across the year	£ 280	Observation, pupil voice and staff survey evidence use of Complete PE units in PE lessons across the school. Children able to talk about what they know (vocabulary) and demonstrate what they can do.	To continue to review curriculum map meets needs. Monitor timetable and opportunities for additional time for physical activity.
Lunchtime activity club to increase physical activity during lunchtime play	Sports Leader organises games for KS 1 children	£1000	All children in EYFS and KS1 involved in games	
Individual provision to enable 2 children to participate in physical activities	1:1 helper to model activities and play with child	£700	Child able to participate positively in physical activity at playtime	
Sports Apprentice Level 4 training (left school in Sept)		£900		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1 %

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 increase awareness of diversity in sport and access models of inclusion, to enable staff to provide greater inclusivity, through the use of adaptations and specific strategies, to support all pupils.	6 pupils from Year 4 plus two Sports Ambassadors from Year 6 attended the Commonwealth Games Legacy Event with Paralympian.	£ 60	Use of Paralympic participation in sports references by all children.	Autumn Term assemblies on Celebrating Differences, use of pupil voice and testimony from Legacy Day

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:
Gymnastics CPD to give staff increased knowledge of Gymnastic skills and pedagogy.	Autumn INSET: CPD using Complete PE videos; Staff voice with SL	£ 270	Pupil voice showed chn able to use relevant vocabulary for year group and describe skills they were able to demonstrate as a result of the teaching; pupils have experience using large apparatus safely and confidently; observations demonstrate vocabulary and tasks suited to age range and staff confidence in providing challenge on equipment; Staff voice reflect the positive impact of videos within Complete PE upon pedagogy and increased	New staff induction and review expectations of new year groups for staff changing years

Dance CPD to give staff increased confidence, skills and knowledge to use Complete PE Dance units	Spring Term CPD provided by Sarah Perry from Complete PE; session attended by 2 of new staff due to join in Sept	£250	confidence. Observations show teachers using strategies and skills demonstrated during CPD session	New staff induction and review expectations of new year groups for staff changing years
KS2 Rugby with Saracens 6 week programme of modelling with KS2 staff	KS2 staff work with Saracens staff to acquire skills in rugby teaching; follow-up lessons used from Complete PE bank.	£1056	All KS 2 classes had 6 weeks of rugby at age appropriate skill level.	Aut 22, staff to use skills in weekly Games session. SL to support new staff.
All England Netball Coaching Course Level 1 for 2 members of staff who run the after-school Netball Club	Staff attended 3 day course;	£1880	Observation of one member of staff and feedback as part of the course requirement shows use of Netball Coaching Course success criteria.	One staff member to continue to run after-school Netball Club; one staff member moving to another school


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


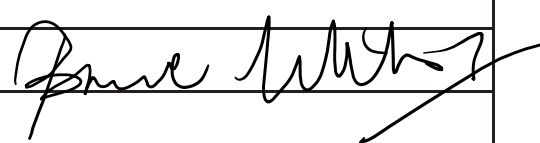
Percentage of total allocation:
45 %

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:
Additional achievements: To provide additional opportunities for water-based activity in Outdoor and Adventurous Activity	Year 5 kayaking/paddleboarding and dragon boat day at HYMB	£ 915	Parent, pupil and staff voice indicates the positive impact of the day.	Allocation to be made for Year 5 each year from Sports Prem for day at HYMB
Saracens Dance and Cheer after school Club offered free to all pupils in Years 1-4 all year, one hour per	On average 17 children participated across the year	£1,452	Parent Survey :6/17 parents responded.	Club to continue next year with parental contribution

week			Increased physical activity and opportunity to try new sport were listed as prime benefit to their child.100% of those surveyed said child would like to continue next year.	
Equipment provided to offer opportunities for dynamic balance and upper body strength-type exercise in EYFS	Structure that enables both of these types of physical activity	£3407.58 tbc	Installed August 22	Monitor impact on PD in EYFS, and progress throughout KS1. KS1 structure to encourage physical activity required.
To increase the range of Outdoor and Adventurous Activity offered in upper KS2;	Residential activity week at Blackwell Adventure for Years 5/6 :-abseiling; climbing; staffing or Use of outdoor volleyball court, orienteering and survival skills at Cherry Green Trees for Year 5/6	£1100	Children able to talk about new sports and activities.	
To enable pupils to organise and lead physical activities for younger pupils	Mentor developed games and activities with KS2 pupils who then lead these with KS1 pupils	£1000	8 pupils trained in sports leader skills. Lead games in EYFS and KS1	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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 offer a variety of opportunities for children attending after school clubs to experience local competition in a variety of sports.	<p>Cross Country Team participate in local competition</p> <p>Resumption of Football League and Tournament – Years 5/6. Cost of League registration Staffing of Football Tournaments</p> <p>Resumption of Netball League and Tournament. Cost of equipment</p> <p>Resumption of Athletics Club and District Sports Competition.</p>	<p>£ 180</p> <p>£760</p> <p>£ 1200</p> <p>£135</p>	<p>8 children in 3 events</p> <p>21 children in Years 5/6 – slight decrease in chn. due to ratio of adult: child.</p> <p>Team won the St Albans League Trophy 22 children come every week to Netball</p> <p>1st Place Year 6 Girls Throwing 2nd Place Year 6 Girls 4 x 100m Relay 1st Place Year 4 Girls 80m Sprint 3rd Place Year 6 Girls High Jump 5th Place Year 5 Boys Throwing 44 children come every week to Athletics Club</p>	Horizon Sports to offer Football Club in Years 3-6, including competitive games in Years 4 and 5

Signed off by	
Head Teacher:	 Anne Clark – Headteacher Designate July 22

Date:	22/7/22
Subject Leader:	 Anne Clark
Date:	22/7/22
Governor:	Bruce Wilson (VCoG) 
Date:	22-07-22