

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 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:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7,028
Total amount allocated for 2020/21	£19,520
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,208
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,208

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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</p>	66%
<p>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</p>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<p>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?</p>	No availability at the swimming centre and not offered by the Sports Partnership this year.

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: £7,880		Date Updated: 26/6/2022	
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: 49%
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:
Equipment to be replenished to meet the needs of PE lessons, school led extra-curricular clubs and active play at break times Equipment to support gross and fine motor skills in Year 1	<ul style="list-style-type: none"> Equipment has been replenished due to wear and tear Identify and target those children and activity that includes pupil consultation Risk assessment of all PE equipment Class PE equipment obtained Increased use of forest school area for outdoor physical learning Playground markings KS1 		£1500 – replenishing PE equipment £435 – Year 1 £2500 – EY replenish FS equipment for PD £1945 – clubs £1500	Data for children achieving are-related expectation in Physical Development (PD) in EYFS has increased since last year. 2020-2021 – 41% 2021-2022 – 81.1% 98% Disadvantaged pupils (DVP) attended a non-curricular club this year 96% children with Special Educational needs/disabilities (SEND) attended a non- curricular club this year	<ul style="list-style-type: none"> Continue to replenish equipment to provide accessibility for all Ensure clubs are available for the 1 Disadvantaged pupil and the 2 SEND pupils not accessing clubs provision this year Playground markings and play equipment support active playtimes

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:																																				
				6%																																				
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?:																																				
<p><u>Achievement of pupils</u></p> <p>Assessment for learning is used by all staff in PE</p> <p>There is a robust assessment process which staff are confident to use and accurately assesses pupils' progress</p> <p>Progress in PE is monitored and provision is provided to raise standards where needed</p> <p>Pupils' progress is fully reported to school leaders, parents and carers.</p> <p>Pupils make at least good progress</p>	<p>Termly assessments to continue to be completed by PE coach and then analysed by subject leader and next steps identified. Key priorities arising from assessments to be fed into action plan</p> <p>Increase the proportion of children (including DVP) working above curriculum expectations</p> <p>Increase number of disadvantaged achieving at least curriculum expectations (CE)</p> <p>Get Set 4 PE bought for three years as a planning aid.</p>		£1100	<table border="1"> <thead> <tr> <th>Year group</th> <th>CE and above 20-21 %</th> <th>GDS 20-21%</th> <th>CE 21-22 And above%</th> <th>GDS 21-22%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>41</td> <td>0</td> <td>93.2</td> <td>3.4</td> </tr> <tr> <td>2</td> <td>95</td> <td>5</td> <td>95</td> <td>5</td> </tr> <tr> <td>3</td> <td>97</td> <td>5</td> <td>94.5</td> <td>5</td> </tr> <tr> <td>4</td> <td>96</td> <td>7</td> <td>100</td> <td>1.9</td> </tr> <tr> <td>5</td> <td>98</td> <td>8</td> <td>98.7</td> <td>10.7</td> </tr> <tr> <td>6</td> <td>94</td> <td>12</td> <td>96</td> <td>10</td> </tr> </tbody> </table> <p>Of the 20 children not meeting curriculum expectations at the start of the year, 6 are now working at CE. Next steps for those below CE are a focus in all PE lessons.</p> <p>GDS – increase from 20 pupils working at GDS at the start of the year to 25</p>	Year group	CE and above 20-21 %	GDS 20-21%	CE 21-22 And above%	GDS 21-22%	1	41	0	93.2	3.4	2	95	5	95	5	3	97	5	94.5	5	4	96	7	100	1.9	5	98	8	98.7	10.7	6	94	12	96	10	<ul style="list-style-type: none"> Continue to Increase children moving into Year 1 PD (CE) percentages with a greater focus on fundamentals lessons and warm-ups. Year 3 – Three children working below CE. Focus support during lessons. Focus on ASD support to increase CE in this group
Year group	CE and above 20-21 %	GDS 20-21%	CE 21-22 And above%	GDS 21-22%																																				
1	41	0	93.2	3.4																																				
2	95	5	95	5																																				
3	97	5	94.5	5																																				
4	96	7	100	1.9																																				
5	98	8	98.7	10.7																																				
6	94	12	96	10																																				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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"> • upskill teaching staff through observation and team teaching opportunities. • To use the school's planning resource 'Get set 4 PE' in supporting the delivery of PE lessons and in training opportunities for staff • Teachers to be supported by a Sports coach and SSCO • To ensure teachers' skills are continuously developing. 	<ul style="list-style-type: none"> • SSCO to work alongside Year 4 to support knowledge of specific PE skills in tag rugby, gymnastics, and cricket • SSCO working alongside Sports coach to develop his skills and lead lessons • Dance specialist in • Get set 4 pe – planning structure to support progression and skills knowledge 	£500	<ul style="list-style-type: none"> • Staff feel more confident in delivering PE and school sport – children benefit from experienced teachers resulting in high quality delivery • The Get Set 4 PE provides detailed lesson sequencing • The class teacher and children use the electronic I pads and smart board to analyse and evaluate performance resulting in improved performance • Staff supported in their planning and delivery of P.E. • Team teaching in dance – Specialist • Change of partnership 2022/23 to give access to highly experienced leadership for CPD. 	<ul style="list-style-type: none"> • CCPD for new teachers in using Get set 4 PE planning support and resources • CPD from SSCO to be delivered from staff voice consultation • CPD for supporting staff • Maintain Gold sports award – focus on working towards Platinum
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				42%

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 use the school sports partnership to offer a greater range of events / competitions	<p>The school's SSCO to support / deliver a greater range of sports to the children across a range of year groups</p> <p>Attend outside events</p> <p>Achieve Gold award</p> <p>Inter sports available through PE lessons</p> <p>Dance sessions led by a specialist</p>	<p>£4895 WGC & Hatfield Sports Partnership</p> <p>Coaches for whole class events £1000</p> <p>Supply cover for events £1122</p> <p>Cost already accounted for – see CPD</p>	<ul style="list-style-type: none"> • Teachers upskilled through team teaching • 77% of all KS2 attended events outside school • 71% DVP attended events outside school • 78% SEND attended events outside school • Provision evaluation indicates the need to change Sports Partnership to an alternative Family thus providing extensive opportunities for all groups. 	<ul style="list-style-type: none"> • Access to a wide range of clubs at lunch time and after school for the coming academic year • All children to access at least one club during the year • Competitive sport to be offered to all • Outside providers to offer more in school opportunities during the school day

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				See Key indicator 4
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"> To increase competition for all children. 	<ul style="list-style-type: none"> At the end of schemes of work pupils to take part in intra house competition Inter competitions in school lunch time run by sports leaders Intra competitions 	See funding from Key factor 4	<ul style="list-style-type: none"> 8 inter competition were completed this year as well as 6 run by sports leaders 18 events attended this year – all competitive Indoor athletic county final All groups of learners Y1 – 6 attended tournament including SEND pupils and DVP 	<ul style="list-style-type: none"> An expectation that all children are involved in competitive sport Target to achieve more county level experience Change of partnership to Monks Walk to establish improved provision for teachers and pupils Increased access to competition in Level 1.

Signed off by	
Head Teacher:	G Seymour
Date:	18 th July 2022
Subject Leader:	Y Scott
Date:	18 th July 2022
Governor:	J Noakes
Date:	18 th July 2022