

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£849.30
Total amount allocated for 2020/21	£19,496
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9,204
Total amount allocated for 2021/22	£19,496
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,700

Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p>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?</p> <p>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.</p> <p>Please see note above</p>	77%
<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>	63%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	15%
<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>	Yes/ No - our School Sports Partnership usually provide this

option but none this year – it is hoped that this will be brought back in the next academic year considering sports partnership events with greater numbers only took place after Easter '22

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: 2021/22		Total fund allocated: £28,700		Date Updated: July '22	
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: 31%
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"> Provision of sports clubs, before school, lunchtime and after school led by sports LSA / Premier Sport Coaches to increase participation and provide regular physical activity for children in all year groups including those identified as reluctant participants To introduce a wider variety of sports to children to inspire, engage and motivate children to be more physically active - activities such as benchball, dodgeball and boccia To track pupil participation outside of school, clubs provided by the school and for inter school sports competitions to see how much sport physical activity the children are doing weekly To increase physical activity during 	<ul style="list-style-type: none"> Clubs run before, lunchtime and after school which has been led by initially our sports LSA and subsequently by Premier Education Y6 Play Leaders trained by the WGC and Hatfield School Sports Partnership provided structured lunchtime games for children in KS1 and KS2 Each club recorded participation through weekly registers to monitor the numbers of children attending - these were then added to a spreadsheet of participation with a breakdown of all groups, boys, girls, PP, SEN Each term some clubs changed to reflect pupils' view and aid higher engagement and participation of pupils 		£2,880.52 (LSA) £3,470 (Premier Sport) £4,895 WGC & Hatfield Sports Partnership	<ul style="list-style-type: none"> An increased number of children from Year 1 to 6 have been engaged in lunchtime, before school and after school clubs meaning that many children were hitting the 7 hours of physical activity a week - 70% of KS2 children attended at least one school based club - a very small number of clubs ran last year Targeted groups of pupils reluctant to take part in physical activity have been engaged, with many showing greater involvement in PE and school sports, e.g. attendance at other school clubs, greater engagement in PE lessons and participation at inter school competitions and festivals. 	<ul style="list-style-type: none"> Ensure the sports coach works with Y6 play leaders and targets KS2 children to increase their physical activity levels during lunchtimes. Use an MSA responsible for games to monitor Y6 cricket leaders Continue to monitor and engage reluctant participants to be more involved in clubs provided by the school Introduce an award for activities outside of PE lessons - recognise achievement in weekly 'achievement assembly'

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<p>lunchtimes so that more children are physically active.</p> <ul style="list-style-type: none"> To purchase resources to support clubs and P.E. lessons 		£200	<ul style="list-style-type: none"> Children have had the opportunity to experience new sports such as Handball. More children have taken part in lunchtime activities provided by our Y6 Play Leaders meaning they are physically active outside of P.E lessons and clubs 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation: 10%

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 be an active school participant in the Schools Sports partnership to benefit from club links, sporting festivals, competitions, training and lesson support To celebrate the school's involvement and achievements in the School Sports Partnership through assemblies, newsletters and website Benchmark children's involvement / interest levels in a variety of festivals and competitions and feedback directly to the Schools Sports Partnership To raise the profile of P.E. and The Schools Sports Partnership through taking part in a variety of initiatives e.g. Get Set, The Daily 	<ul style="list-style-type: none"> Confirm attendance with the School Sports Partnership - regularly communicate in meetings and through email. Host events and take part in a variety of festivals and competitions for all age groups and abilities Attend other sporting events not run by the sports partnership e.g. Herts Athletic Association cross country events, Gosling Athletics Event Record names and numbers of children who have attended - spreadsheet of participation Reminder to staff to include intra house competition - children to earn points for their houses which are added to the totals for 	£4895 WGC & Hatfield Sports Partnership	<ul style="list-style-type: none"> The school enters into a wide range of sporting events (17 school sports events entered this year), both inclusive as well as for the more able and provides experience for our pupils to compete against others, learn independence, resilience and performing as part of a team Lesson support is provided by the local SSCO across all year groups. This helps improve teachers' CPD and confidence Training of 2 x groups of Y6 play leaders. To develop children's confidence, aid decision making, how to communicate with younger 	<ul style="list-style-type: none"> To continue to be part of the local school sports partnership To monitor intra school competitions and ask for the House Point results at the end of each half term To include as many children in intra and inter school sport To target reluctant participants To continue to raise the profile of PE and School Sport in assemblies, newsletter items and the website

<p>Mile, virtual competitions</p> <ul style="list-style-type: none"> To provide a sports trophy to engage children in their P.E lessons to promote engagement, team work, skill development etc. To purchase resources to support the delivery of high quality P.E. lessons To pay subscriptions for the school's planning resource 'Complete P.E.' to support the P.E.'s curriculum and AfPE to provide updates and current research and advice 	<p>each house</p> <ul style="list-style-type: none"> Timetable visitors into the school day. Use existing partnerships to support a variety of lessons e.g. rugby, cricket, athletics, basketball A sports trophy is awarded for one child in each class per term to promote P.E. and encourage all children to show a variety of qualities A range of resources purchased to support the delivery of P.E and school sport The school purchases subscription to the planning tool, Complete P.E., meaning it has access to up to date knowledge organisers, resources and new planning units to broaden children's experiences 	<p>£168</p> <p>£210 & £180</p>	<p>children and provide clear instructions.</p> <ul style="list-style-type: none"> Children being exposed to competition from an earlier age in order for them to become accustomed to these kind of experiences. Children share experiences via newsletters and assemblies to inspire others e.g. achievement assembly Children learn in competitive sport how to employ tactics to improve their team performance Children enthused about school sport and are keen to take part in further opportunities - feedback very positive from these events Staff acquired new skills to use in their P.E. lessons Some of the trophies awarded to children chosen for a variety of reasons and often include reluctant participants to help enthuse and engage their future participation in P.E and school sport Children are able to develop quicker with access to greater number of resources Staff and pupil benefit from a high quality curriculum scheme which is regularly updated with resources. 	
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Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				59%
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 upskill teaching staff through observation and team teaching opportunities e.g. Y5 dance To use a sports LSA / Premier Education coach to work with teachers To ensure teachers' skills are continuously developing. Part funded by WHSSP To purchase further electronic tablets to support assessment and evaluations in PE and school sport The deputy headteacher to attend L6 AfPE Course to develop their skills, knowledge and leadership in order to support colleagues - deferred to the following year 	<ul style="list-style-type: none"> The sports LSA will support our teachers in the delivery of high quality PE and school sport. A dance specialist was used to prepare Y5 children for a dance festival The Sports LSA became the PPA teacher for P.E from January '22 and worked with teachers in their planning Each class to have an electronic tablet to support analysis, assessment / evaluation of pupils' performances - P.E Subject Leader to collect evidence for each of the PE strands The PE Subject Leader to attend the course to develop his leadership and provided support for staff in their planning and delivery of PE - deferred to the following year 	<p>£18,562</p> <p>£500</p>	<ul style="list-style-type: none"> Staff have felt more confident in delivering PE and school sport in order to develop pupils' skills, abilities and performance. Teachers have gained by observing how dance lessons were structured Children benefit from high quality delivery improving their skills and performance High quality resources are being used e.g. for High 5 Netball and Athletics and used to support the schemes of work The sports LSA / PPA teacher will have supported the teachers. They will have developed their ability to lead warm ups, skill development and games within the PE lesson - this has developed to whole lessons The class teacher and children 	<ul style="list-style-type: none"> Audit the staff's skills. Staff more confident in delivering gymnastics and dance - higher quality of PE provision for the children. This will remain a priority Continue to use specialists to support teachers in planning and delivery of / dance schemes of work Continue to encourage visitors to support the CPD of teaching staff

			use the electronic tablet to evaluate and analyse to help enhance performance further	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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"> To receive visitors from a variety of sports to inspire all children / payments for events To provide a variety of clubs before, lunchtime and after school to broaden children's experiences of a range of sports To provide sporting clubs to satisfy pupils' needs following class questionnaires To enter festivals and competitions which involve sports not currently taught in their year groups e.g. table tennis 	<ul style="list-style-type: none"> To run clubs before school, at lunchtime and after school to a variety of year groups Subject Leader to organise visits by known sportsmen and women to inspire children through workshops - whole school assemblies etc. - this hasn't happened due to a number of visitors withdrawing from face to face due to Covid Provide additional time for the Sports LSA / Premier Sports Coach to train / practice ahead of tournaments and festivals 	£4895 WGC & Hatfield Sports Partnership – As above	<ul style="list-style-type: none"> Children provided with a range of clubs - pupils to be physically active before school starts Children enthused about school clubs with many taking part - feedback has been very positive Pupils have taken part in clubs not taught on the P.E curriculum and are enthused and inspired to try new sports 	<ul style="list-style-type: none"> Signpost children to other out of school clubs opportunities to develop their talents and experience To continue to expose children to a range of sporting festivals e.g. The Commonwealth Games

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"> To increase the numbers of children taking part in competitive sport To provide opportunities for all groups of pupils e.g. whole class activities, Boccia for SEND etc. To provide regular competitions within school as intra school competitions at the end of schemes of work 	<ul style="list-style-type: none"> To take part in a variety of competitions organised by the Schools Sports Partnership Each year group to run intra house competitions 	£4895 WGC & Hatfield Sports Partnership - as above	<ul style="list-style-type: none"> Children note that they enjoy taking part in activities outside of school and the opportunity to represent the school s evidenced through Y6 Pupil Exit Interview / Sports participation evaluation 	<ul style="list-style-type: none"> An expectation that all children are involved in competitive sport To continue to expose children to competitive sport - look at opportunities for before school clubs to prepare children for competition

Signed off by	
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Date:	26.7.22
Subject Leader:	Paul Wyatt
Date:	20.7.22
Governor:	Louise Gardner
Date:	27.7.22