

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:

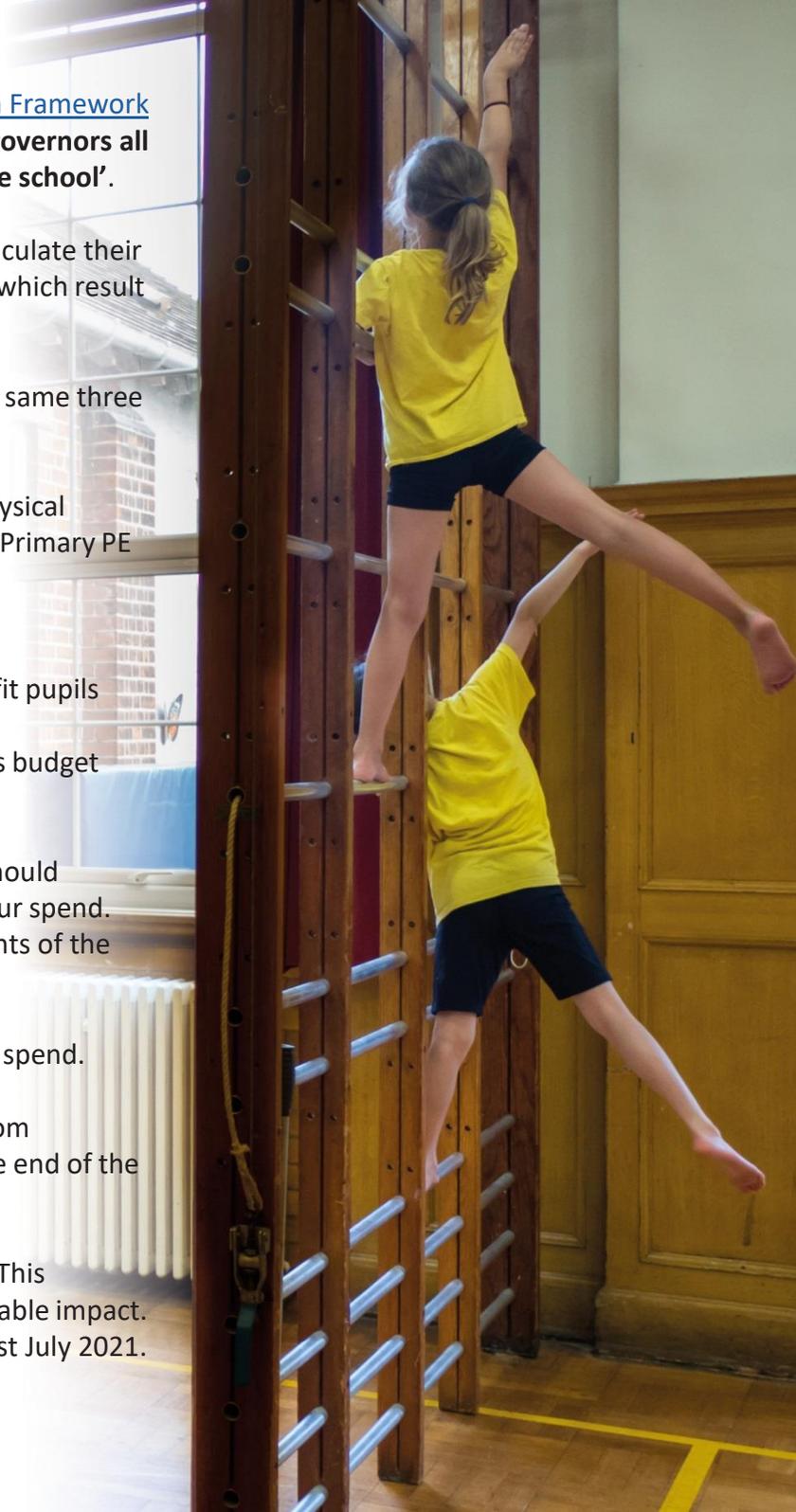
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 **31st 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>Covid and lockdown hit PE provision – it has limited competition and competitive sport so we will need to think outside the box for the future. Autumn term went well- children engaged in National Fitness day, Events and competitions including Speed stacking. Swimming started but was then stopped due to Covid.</p> | <ul style="list-style-type: none"> - General fitness for all children following lock down and lack of exercise and engagement in sport and fitness. - Completion opportunities between classes and between schools (Covid permitting) - Swimming catch up (covid permitting) |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

NO

| | |
|---|---|
| <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>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> | 70% |
| <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> | 30% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 20% |
| <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> | Not this year due to Covid restrictions. We plan to take 2 year groups swimming next year to catch up for those children who have missed learning the life skill of swimming. |

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: Autumn 2021 | |
|--|---|--|---|---------------------------|---|
| 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 | | |
| To involve all children in physical activity and in a range of sporting opportunities. | Monthly Inter-form challenges to be completed- funding used to purchase resources where needed. | £500 to support implementation of the different sports and challenges. | All children will feel valued in taking part in competitive sport | 2.94% | Sustainability and suggested next steps: Lock down across the year did impact on the ability to complete monthly challenges but we did achieve some across the year. The competitive element really helped children to put their all into the challenges and try their best. This will continue next year. |
| To encourage healthy lunch times | Wheelie Wednesday New playtime equipment to encourage children to be active. | £500 | Children encouraged to be active when outside for at least 30 minutes a day. Equipment will help them develop core skills of sharing; developing their own games and rules. | 2.94% | Sustainability and suggested next steps: This has been a very successful initiative for the time we have been able to run it. It has particularly engaged Reception and KS1. We invested in some |

| | | | | <p>ramps and equipment to support stunt scooters for the older children that has been a success. These ramps will continue to be used next year and the initiative of wheelie Wednesday and healthy lunch times will continue. Equipment has been put out to encouraged active lunch times and this will again continue next year. Equipment has not be used as much as normal so none is needed to be replaced.</p> |
|---|---|--------|---|--|
| 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 | |
| To educate our children in making healthy life style choices including fuel for their bodies. | Support the installation a new school kitchen where children can cook and learn about healthy eating- how to make healthy meals from scratch and what is healthy fuel for their bodies. | £5,000 | Children will have a better understanding of their bodies and how to fuel them with healthy food and drink. | <p>41%</p> <p>Sustainability and suggested next steps:</p> <p>The school kitchen has now been installed and was opened in the Summer term. All staff have been trained in level 2 food hygiene and classes are beginning to use the kitchen to support the teaching and learning linked to healthy eating and making good food choices for life.</p> |

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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 | |
| Upskill existing staff member so he can raise the profile of PESSPA and attainment in sport for all our children. | JH to complete level 5 in sports specialism | £1,150 | JH will gain further confidence in delivery of high quality PE across the school including extra curricular opportunities. | 6.80% Sustainability and suggested next steps: JH has completed his level 5 in Sports Specialism and is using what he has learnt into practice. Attending this course has upskilled JH and he feels more confident in delivering and teaching PE. He has also learnt new techniques for promoting positive behaviour within PE sessions. He has found the course useful, completed planning units and had time to reflect on his own progress. |

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| Class teachers to support and teach their own PE sessions at least half termly to ensure skill level is maintained and confidence in teaching PE is high- this can include outdoor learning opportunities. | JH to advise staff they must be teaching at least one session of PE every half term- this can include outdoor learning opportunities. | £250 towards any resources requested. | All staff will be confident in delivery PE teaching without hesitation. | 1.47% Staff have been more involved in teaching PE following staff having to self-isolate. Developing and upskilling staff in delivering PE teaching will continue into the new academic year. This will continue to help them stay up to date with their teaching and the learning offered to the children throughout the school. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | |
| School to be part of the Sainsbury's games. | JH to join the local Sainsbury's games which will be running virtual competitions for the time being. | £250 | Children will still be able to take part in some form of competitive sport with other schools all be it virtually. | 1.17% Sustainability and suggested next steps: Involvement in the Sainsbury's games events has been limited this year due to Covid restrictions- however we have taken part in some of the online challenges that were set. We will continue to be part of the Sainsbury's games next academic year. |

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| <p>To give children the best possible sporting opportunities through quality teaching and learning.</p> | <p>Mr Holmes to continue as our Sports TA- teaching high quality sport and fitness to all year groups.</p> | <p>£5,570</p> | <p>Children will experience high quality lessons and extra-curricular clubs that allows children to progress and develop a love of sport and fitness.</p> | <p>32.8%</p> <p>Sustainability and suggested next steps:</p> <p>Mr Homes continues to be a vital member of our staff team. He has developed his skills and practice this year and continues to ensure our children receive high quality teaching and learning across the year. He will continue as out Sports coach next year.</p> |
| <p>To give children an insight into how important fitness is</p> | <p>Research and book a bootcamp style session for each class to experience.</p> | <p>£455</p> | <p>Children will understand what their body feels like when they exercise and begin to push themselves towards their physically and mental limits.</p> | <p>2.68 %</p> <p>Sustainability and suggested next steps:</p> <p>This has not happened this year due to Covid and time restraints but has been explored. We are looking at possible running a whole school 'new experience' club for next academic year (martial arts –following children’s voice)</p> |

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| <p>Additional achievements:</p> <ul style="list-style-type: none">-In house sports day to take place.- Extra- curricular clubs have run for the summer term including football, netball, rounders, cricket and running club.- Tennis club run by outside agency. | | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|-----------------------|---|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| As many children as possible to take part in competitive sports across the school and year. | Schools to take part in competitive sports through the Harpenden Sports Association | Part of our HPP offer | <p>Children to gain confidence in competing and feeling comfortable and confident to do so.</p> <p>Children to want to represent our school in a variety of competitions and ports.</p> | <p>0%</p> <p>Sustainability and suggested next steps:</p> <p>This has not happened this year due to Covid. Children have attended one event in the Summer term. We will continue to be part of this next year and hope our children can get back to competitive sport and the thrill of competing.</p> |

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