

# 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:

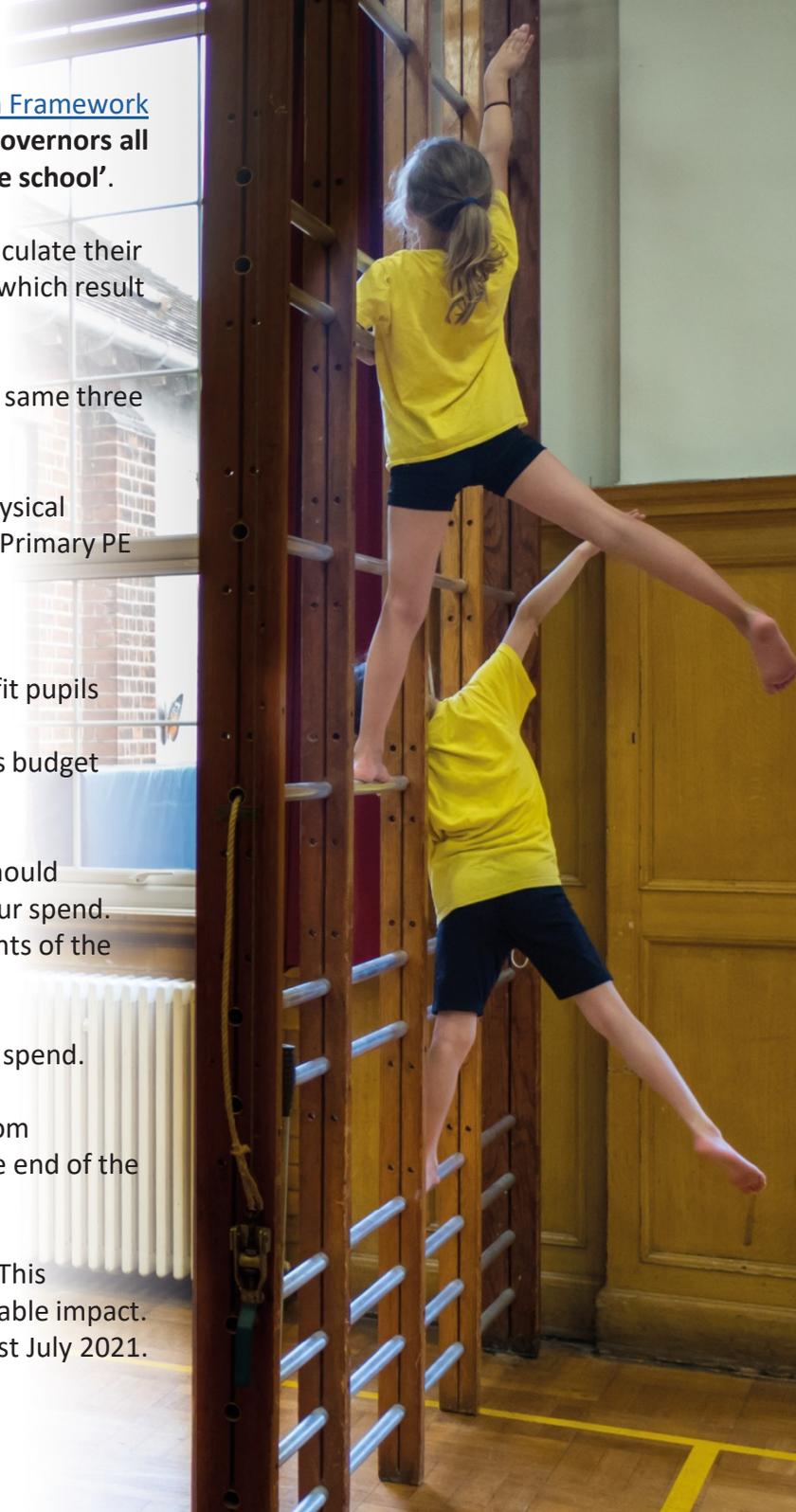
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](http://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](#).



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:
<ul style="list-style-type: none"> <li>• Purchased a Climbing wall for KS2 Hall – Increase core/upper body strength</li> <li>• Purchased Year 1 outside area equipment to build core strength. (recovery curriculum PD)</li> <li>• Purchased ropes for both halls, again to build up core/upper body strength – cost for four ropes and fixings - £150 per rope.</li> <li>• Sport partnership cost (this will include cover to upskill QTS teacher)</li> <li>• Orienteering/forest school resources and training to provide cross curricular, active learning and equipment throughout the school</li> <li>• Upskilling PE coach through outdoor learning opportunities.</li> <li>• ICT equipment purchased and training in place to use during PE lessons to support skill development and self-assessment</li> <li>• we have purchased resources for P.E. lessons to support, challenge and develop learning.</li> <li>• Hosted our own virtual PE challenges throughout the lockdown period</li> <li>• Ensured high quality, focused PE lessons for the most vulnerable and SEND children throughout lockdown</li> <li>• Been involved in virtual sports partnership competitions against local schools and being very successful across both Key stages</li> </ul>	<ul style="list-style-type: none"> <li>• Due to COVID , children have not had access to outside clubs and physical exercise – this will be a focus for next year.</li> <li>• CPD for new teachers</li> <li>• Training of OAA to all teachers through staff meetings</li> <li>• Training to use the ICT equipment during all PE lessons</li> <li>• Outside providers in school to create links with clubs</li> <li>• Gold award for School games</li> <li>• Use of Sports ambassadors and Sports crew to increase fitness and activity during the lunch period</li> <li>• Despite teachers feeling more confident in using technology some will still need develop how to get the best use of it</li> <li>• To continue to host and develop virtual competitions in order to generate higher engagement both within the school setting and outside of school</li> <li>• The school enters into a wide range of sporting events, both inclusive as well as for the more able – these are areas we would still like to continue to develop</li> <li>• Staff to continue to be provided with an online learning resource which provides detailed schemes of work, lesson plans and CPD including training in how to use the resources in order to develop / raise high quality P.E. and school sport</li> <li>• Lesson support is provided by the local SSCO across all year groups.</li> <li>• This is an area we will continue to develop teachers’ confidence and abilities in providing high quality provision for the pupils they teach.</li> <li>• Being part of the School Sports Partnership, we would still like to</li> </ul>

	<p>continue to develop children’s confidence, aide decision making, develop resilience, learn how to win and how to adapt to situations</p> <ul style="list-style-type: none"> <li>• To upskill teaching staff in knowledge, delivery and confidence through observation and team-teaching opportunities with the support of sports coach</li> <li>• Due to Covid-19, the school hasn’t been able to invite any sport stars into school and therefore the Subject Leader will organise visits by known sportsmen and women to inspire children through workshops / whole school assemblies</li> <li>• The school hasn’t been able to offer swimming due to Covid-19, but three-year groups will have access to swimming in 2021 – 2022 academic year. To monitor the number of children who can perform safe self-rescue in different water-based situations – aim is between 45-50% of children by the end of their time at school</li> <li>• Continue to update and provide enough consumable resources e.g. balls, for P.E. lessons and school sport</li> <li>• Continued CPD for school staff e.g. gymnastics, dance</li> <li>• To run a comprehensive before school, lunchtime and after school club provision</li> <li>• To improve the mental health and well-being of staff by providing opportunities in the new academic year</li> <li>• To increase the numbers of SEND children into school sport / clubs</li> <li>• To purchase outdoor gym equipment for active lunchtimes</li> </ul>
--	---

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

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020      £7,028**  
**+ Total amount for this academic year 2020/2021    £19,520**  
**= Total to be spent by 31<sup>st</sup> July 2021                    £26,548**

<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>	34%
<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>	34%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	10%
<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 due to COVID restrictions

## 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:	
<p><b>Key indicator 1:</b> 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</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		5%
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:
<p>Equipment to be replenished to meet the needs of PE lessons, school run clubs and break times</p> <p>Equipment to support gross and fine motor skills in Year 1</p> <p>COVID Outbreak Physical and mental health of children to be supported</p>	<ul style="list-style-type: none"> <li>Equipment has been replenished due to top wear and loss</li> <li>Identify and target those children and activity that includes pupil consultation</li> <li>Risk assessment of all PE equipment</li> <li>Class PE equipment obtained</li> <li>Increased use of forest school area for outdoor physical learning</li> </ul>		<p>£1000 – replenishing PE equipment</p> <p>£435 – Year 1</p>	<p>All children had good access to ‘bubble’ equipment which was quarantined between uses.</p> <p>Children attending in Year 1 achieved good outcomes with 95% of children working at age-related expectations at the end of the year. A greater proportion of children in Year 1 are beyond age-related expectations in PE.</p> <p>Children’s physical and mental health have been supported throughout the year (remotely and face to face). The forest school is now used weekly by all classes in EYFS. There has also been an increased usage of the area across the rest of the school, which is being further developed to every class attending at least once a half term for the coming year. Forest school curriculum in place for the coming year</p>	<ul style="list-style-type: none"> <li>Resources for outside learning accessible</li> <li>Forest school curriculum embedded in the coming year to ensure sustainability.</li> </ul>

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		15%																																			
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:																																	
<p><u>Achievement of pupils</u></p> <p>Upper body strength is developed across the school</p> <p>Assessment for learning is used by all staff in PE</p> <p>High levels of pupil engagement</p> <p>There is a sound assessment process which staff are confident to use that accurately assesses pupil's progress</p> <p>Progress in PE is monitored and provision is provided to raise standards where needed</p> <p>Pupil's progress is fully reported to parents and careers.</p> <p>The majority of pupils make 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 working above ARE</p> <p>Increase number of disadvantaged achieving ARE and above</p>	<p>£3500- climbing wall</p> <p>£600 – ropes</p>	<table border="1"> <thead> <tr> <th>Year group</th> <th>ARE 19-20</th> <th>ARE 20-21</th> <th>GDS 19-20</th> <th>GDS 20-21</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>91%</td> <td>95%</td> <td>0%</td> <td>5%</td> </tr> <tr> <td>2</td> <td>96%</td> <td>97%</td> <td>2%</td> <td>5%</td> </tr> <tr> <td>3</td> <td>95%</td> <td>96%</td> <td>4%</td> <td>7%</td> </tr> <tr> <td>4</td> <td>92%</td> <td>98%</td> <td>5%</td> <td>8%</td> </tr> <tr> <td>5</td> <td>91%</td> <td>94%</td> <td>3%</td> <td>12%</td> </tr> <tr> <td>6</td> <td>95%</td> <td>96%</td> <td>4%</td> <td>7%</td> </tr> </tbody> </table> <p>Disadvantaged children achieve in line with others.</p> <p>Children not working at age-related expectations and beyond receive targeted support during lessons.</p> <p>Increased proportion of pupils working above age-related expectations through a blended approach to learning.</p> <p>PE provision continued through the remote offer throughout the pandemic.</p> <p>The vast majority of pupils made good progress in PE.</p>	Year group	ARE 19-20	ARE 20-21	GDS 19-20	GDS 20-21	1	91%	95%	0%	5%	2	96%	97%	2%	5%	3	95%	96%	4%	7%	4	92%	98%	5%	8%	5	91%	94%	3%	12%	6	95%	96%	4%	7%	<p>The two PP children to be targeted to support.</p> <p>Increase children moving into Year 1 PD ARE percentages.</p> <p>All pupils enjoy access to the climbing wall which has provided an additional dimension to PE lessons.</p> <p>Assessment across the school is secure. Children are identified for support within specific learning areas within PE.</p> <p>All teachers have received</p>
Year group	ARE 19-20	ARE 20-21	GDS 19-20	GDS 20-21																																			
1	91%	95%	0%	5%																																			
2	96%	97%	2%	5%																																			
3	95%	96%	4%	7%																																			
4	92%	98%	5%	8%																																			
5	91%	94%	3%	12%																																			
6	95%	96%	4%	7%																																			

				comprehensive information about each cohort at the start of the academic year.
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	55%
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"> <li>• upskill teaching staff through observation and team teaching opportunities.</li> <li>• To use the school's planning resource 'Get set 4 PE' in supporting the delivery of PE lessons and in training opportunities for staff</li> <li>• Teachers to be supported by a Sports coach and SSCO</li> <li>• To ensure teachers' skills are continuously developing.</li> <li>• To purchase I Pads and moveable smartboard for use in PE to support assessment and evaluations in PE and school sport</li> <li>• Sports coach to do Level 6 award with an OAA focus</li> </ul>	<ul style="list-style-type: none"> <li>• SSCO to work alongside Year 4 to support knowledge of specific PE skills in tag rugby, gymnastics, and cricket</li> <li>• Training to be given by the sports coach in using the ICT equipment available in every Pe lesson.</li> <li>• OAA equipment to be purchased and staff meetings to be in place for the next academic year to share knowledge to all teachers</li> <li>• Level 6 completed by sports coach</li> <li>• Due to COVID, the gymnastics specialist will now be supporting teachers</li> </ul>	£4895 WGC & Hatfield Sports Partnership  £ 2892 – orienteering equipment  £1250 supply cover for sports coach to attend outdoor activities CPD  £2350 – smartboard screen and trolley  £2500 – 10 iPads for use in PE lessons	<ul style="list-style-type: none"> <li>• Staff are confident in delivering PE and school sport resulting in better outcomes – children benefit from high quality delivery               <ul style="list-style-type: none"> <li>• The school's Complete P.E. planning resource has provided staff with the tools to deliver high quality P.E.</li> <li>• The sports coach and SSCO will have supported the teachers.</li> <li>• The class teacher and children use the electronic I pads and smart board to analyse and evaluate performance resulted in finely tuned assessment information at the point of learning. Children refined and improved their movements in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CPD in gymnastics from outside specialist for staff</li> <li>• Access to OAA resources for ongoing CPD for teachers</li> <li>• Sports coach Level 6 trained ensuring sustained high quality lessons ad extra-curricular provision across the school</li> <li>• CCPD for new teachers in using Get set 4 PE planning support and resources</li> </ul>

<ul style="list-style-type: none"> <li>• Upskilling PE coach in OAA</li> <li>• Specialist gymnastics coach to support CPD for all year groups</li> </ul>	<p>in the coming academic year</p>	<p>£600 – lockable iPad case</p>	<p>gymnastics through self-assessment.</p> <ul style="list-style-type: none"> <li>• Staff supported in their planning and delivery of P.E. / team teaching</li> <li>• Sports coach has completed his level 6 and will be leading staff meetings for CPD in OAA – teachers will be teaching this in the coming academic year</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers trained in using IT assessment equipment – pupil self-assessment development in gymnastics</li> <li>• Attendance across the school is above the national average</li> <li>• Increased opportunities as Covid restrictions ease.</li> </ul>
--	------------------------------------	----------------------------------	--	--

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>• To use the school sports partnership to offer a greater range of events / competitions</li> <li>• Pupils access a wide range of opportunities to compete against others including other schools</li> </ul>	<ul style="list-style-type: none"> <li>• The school's SSCO to support / deliver a greater range of sports to the children across a range of year groups</li> </ul>	<p>£4895 WGC &amp; Hatfield Sports Partnership</p>	<ul style="list-style-type: none"> <li>• Teachers upskilled through team teaching</li> <li>• Lunchtime support for the lower key stage 2 classes – improving engagement in active learning as well as providing activities and leadership support</li> <li>• Access to a wide range of competitions was not possible due to pandemic restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Access to a wide range of clubs at lunch time and after school for the coming academic year</li> <li>• All children to access at least one club during the year</li> <li>• Competitive sport to be offered to all as restriction ease</li> </ul>

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"> <li>To increase competition amongst all children.</li> <li>To provide opportunities for all e.g. whole class activities, SEND.</li> </ul>	<ul style="list-style-type: none"> <li>At the end of schemes of work pupils to take part in intra house competition</li> <li>This was planned for the summer term but unfortunately didn't take place due to COVID-19</li> </ul>	N/A	<p>Some children did participate in virtual competitions provided by the SSCO and ourselves</p> <p>The focus during restrictions shifted to children challenging themselves through personal bests. Remote learning was successful in achieving this with a continued focus as children reintegrated back into school.</p>	<ul style="list-style-type: none"> <li>An expectation that all children are involved in competitive sport</li> <li>To continue to expose children to competitive sport – look at opportunities for before school / lunchtime / after clubs to prepare children for competition</li> </ul>

Signed off by	
Head Teacher:	<i>G. Seymour</i>
Date:	<i>31.8.21</i>
Subject Leader:	<i>N Scott</i>
Date:	<i>31.8.21</i>
Governor:	
Date:	