

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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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](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. **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	£7982
Total amount allocated for 2020/21	£17,195
	Total for year = £25,177    £13,276 (spent)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,649
Total amount allocated for 2021/22	£17,480
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,129

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020. Please see note above	%
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	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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?	Yes/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: £25,177		Date Updated: July 2021		
<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:	
					% 80	
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>		
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<p>To rebuild the physical and mental stamina of pupils throughout the school by implementing an active and creative curriculum and ensuring active playtimes and lunchtimes.</p> <p>To engage children in a love for learning again and understanding the importance of leading an active life.</p>		<p>Term 1 curriculum focus on teambuilding activities and HRF modules. These can all be undertaken outside if needed.</p> <p>Focus on personal improvements over time in HRF provide awards for this.</p> <p>Other activities planned must ensure that the lessons incorporate short high intensity bursts of activity followed by creative thinking bursts (New basketball module focusing on Year 4 boys)</p>		<p>Funding allocated:</p> <p>Purchase Complete PE <b>£1305</b></p> <p>Top PE resources <b>£210</b></p> <p>Additional resources to supplement complete PE <b>£383.68</b></p> <p>Card, laminating and photocopying <b>£100</b></p> <p>Basketball hoops and balls needed. <b>£504.98</b></p>		<p>£20142 (Allocated) <b>£10063.21</b> (Spent)</p> <p>Sustainability and suggested next steps:</p> <p><b>Sustainability:</b> Children’s fitness levels, especially their stamina, have increased and they are now able to keep active for longer periods of time. Their confidence in their own ability to sustain moderate physical activity has improved and therefore willingness to keep active.</p> <p>Pupil voice suggests that they feel better and enjoy their PE lessons more.</p> <p>Complete PE resource used by all teachers to ensure continuity of teaching PE. It will continue to provide the full package of support for our teachers in planning, teaching and assessing high quality PE, as well as being a CPD tool. (Annual subscription required)</p>

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<p>To rebuild social skills and behaviours that allow the children to interact with peers and the environment in a socially acceptable manner.</p>	<p>Continue to purchase Active Maths package ensuring staff plan one active maths lesson a week</p> <p>Continue to purchase i.moves for dance lessons and active breaks</p> <p>Purchase a fitness outdoor gym equipment to focus on developing children's ABC's as well as their stamina</p> <p>Playground markings to encourage activity.</p> <p>To focus on children in EYFS to become physically literate showing developments in their agility, balance and coordination (ABC).</p> <p>Purchase of balance equipment for hall and further climbing equipment</p> <p>Purchase of equipment for EYFS area</p> <p>Playground boxes for 'covid bubbles' providing group activities.</p> <p>Play leader to run activities and continue to teach children how to interact and work with their peers.</p> <p>To provide the children with a fun</p>	<p>£1117.29</p> <p>£495</p> <p>£12,000</p> <p>£4,000</p> <p>£3132</p> <p>£481.56</p> <p>£543</p> <p>£1,690.70</p> <p>£100</p>	<p>completed)</p> <p>It was also noted by teachers that fewer children were complaining that they were tired during a PE lesson compared to September.</p> <p>This project did not run due to Covid/Lockdown but we plan to carry the money forward and run the project next year. Some of the money allocated was spent on additional EYFS equipment.</p> <p>Head of EYFS observations in Spring 2021 (post lockdown) noted that some children, in both nursery and reception, were showing difficulty in their ABC. The New statutory frame work has a significant focus on this area next year. Impact has yet to be recorded as most of the equipment was purchased in Summer 2021.</p> <p>Increase of negative interactions between children at playtime and lunchtimes (September 2020) Year 1 boys and Year 3 girls in particular. Observations over time – record of incidents has reduced.</p> <p>Pupil voice show increased feelings of happiness around break and lunchtimes.</p>	<p><b>Next Steps:</b> To focus on those children who are still finding physical activity difficult. Use a pupil voice survey to find their interests and to measure pupils' opinions of PE.</p> <p>Staff questionnaire – usage of active maths, i.moves, children's' activity levels in school.</p> <p>Use of an active tracker again to ensure that children are getting 30 + minutes a day of activity in school as well as their 2 hrs of PE.</p> <p><b>Sustainability:</b> Equipment purchased will continue to be used by future years in EYFS to ensure the continued development of ABC. Hall equipment will be used across the school.</p> <p><b>Next Steps:</b> To purchase pedal bikes for EYFS and for a member of staff to attend Bikeability training as our cycling coach no longer attends the school.</p> <p>Baseline data gathering in Autumn term regarding ABC of EYFS children.</p> <p><b>Sustainability:</b> Equipment purchased will continue to be used by future years.</p> <p><b>Next Steps:</b> Continue to monitor children's interactions with one another. Continue to employ an adult Play leader. Train Year 4 pupils again to be Sports Leaders (Autumn 2021) to ensure that there are always focused activities on the</p>
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	and enjoyable sports day.			playground.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: % 5
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£1260 (Allocated) £353.20 (Spent)
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 fill the gaps found in phonic knowledge and understanding and improve children's spelling of high frequency words in a group of Year 3 pupils in a fun and enjoyable way.	Active phonics and HFW to be taught as an intervention twice a week.  Monitor the children's spelling in all subject areas.  TA paid 2 extra hours a week for 12 weeks	£1,000 for resources £353.80 (Spent)  £250 Supply cover for assessment of children (not required)  £250 (not needed as TA completed the interventions as a warm-up before their PE lessons)	Baseline assessment of children using Grange Primary SpLD Outreach Service (October 2020) 30% of class showing some gaps in their phonics and spelling of first 200 HFW. 2 children 10-15 Phonemes not known. 4 children 6-9 phonemes 3 children 4-5 phonemes These 9 children also had the most gaps in their HFW spelling. Evidence-use of the pink highlighter in their work books.  July 2021 Assessment:- 1 child 9 phonemes still not recognised The other 8 children below 5 not recognised. 2 children recognised them all.  Class teacher noted that the frequency of the HFW being spelt incorrectly had reduced. Therefore there was less use of the pink highlighter in books.	<b>Sustainability:</b> Already a group of Year 1 pupils have had 10 hours of Active Phonics delivered by a volunteer using the resources purchased.  <b>Next Steps:</b> To initiate Active Phonics earlier with target groups or a whole class approach which supplements our existing phonics programme. To develop an Active Phonics resource pack of ideas for staff. Staff training in Active Phonics

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% 15
Intent	Implementation		Impact	£3776 (Allocated) £2860 (Spent)
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>Ensure that all children receive 2 hours of high quality progressive PE lessons delivered by their class teacher.</p> <p>Retain the children's enjoyment in being physically active through fun and well planned PE lessons.</p> <p>To rebuild the children's physical and mental stamina</p>	<p>Purchase <b>Complete P.E</b> as all teachers will need to teach <b>both</b> of their timetabled PE lessons due to the Covid bubbles - the PPA specialist PE teacher will only be in classes on a 3 week rotation. Complete PE will support the implementation of a high quality Physical Education curriculum. It allows for progressive sequences of learning from Foundation stage to Year 4. The subject leader area ensures that staff can access ongoing CPD and subject leader support.</p> <p>Membership of YST to allow subject leader to keep up-to-date with current climate and provide SL support.</p> <p>Hertfordshire Primary PE conference attendance.</p>	<p>£2000(money already accounted for in Key Indicator 1)</p> <p>£200 <b>£210</b></p> <p>£200 <b>£350</b></p> <p><b>£800</b> Purchase of archery equipment</p>	<p>A creative and active curriculum has been implemented through the introduction of Complete PE. Lesson observations show that children continue to be engaged in lessons as they are enjoying being physically active again in a fun and stimulating way. Teacher's questionnaires show that they are more confident in their delivery and PE subject knowledge. Staff feedback regarding the resource has been extremely positive- It is easy to use, children enjoy the lessons (lots of fun games), very clear, the success criteria helps me to see what I'm looking for and then the key questions help the children to achieve this, use of videos if I'm unsure of what it should look like.</p> <p>Due to the pandemic, the Primary PE conference was delivered virtually. This enabled all staff to watch live or pre-recorded sessions which covered PE, school sport, activity, and mental health and wellbeing. 15 + sessions were attended by the staff.</p> <p>Increased engagement in least active pupils in KS2.</p> <p>KS1 staff provided yoga sessions in their classrooms- improvement in the focus of some children.</p>	<p><b>Sustainability:</b>Continued use of Complete PE to provide 2 hours of high quality PE to all of our children.</p> <p><b>Next Steps:</b> Base-lining measurements, pupil voice survey of enjoyment levels, lesson observations by subject leader, staff questionnaire for areas of development.</p>

	Continue to work in partnership with the NEHSSP to bring in specialist coaches so staff can work alongside.	£1,500	KS2 teacher worked alongside Head of PE in local middle school to develop her confidence to teach games (basketball and cricket) to this age group. KS1 teacher worked alongside Head of PE to develop her delivery of Athletic activities. The impact of this on the children will be evident next year when both teachers deliver these sessions to their new class; both teachers have fed back that they will be confident to do this.	
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