

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:
<ul style="list-style-type: none"> • Broader experience of curriculum activities – Netball, Tennis, Yoga, Hockey, and Basketball were introduced this year to KS2 program of study, further extending the breath of the curriculum. • Engagement of all pupils in regular physical activity In addition to the 2 hours of curriculum PE, we have aimed to provide an offer of additional sports clubs over the academic year. These have ranged from football, multi-sports and from cricket to table tennis. These have involved additional outside school staff and have had to be changed due to COVID. • Additional equipment and strategies to increase activity during break and lunch times has been successful, especially the playground equipment and sports coaches at lunch time. • Increased confidence, knowledge and skills of all staff in teaching PE and sport Employment of further sports specialists coaches to deliver high quality engaging lessons whilst also providing further extracurricular opportunities and additional expertise in swimming. (Extra- curricular opportunities have been hampered due to COVID restrictions). 	<ul style="list-style-type: none"> • Increased confidence, knowledge and skills of all staff in teaching PE and sport – Continue to look for gaps in staff training and enhance their confidence, knowledge and skills to further improve the quality of our PE and school sport provision. • The engagement of <u>all</u> pupils in regular physical activity – explore the opportunity for before school activity clubs in addition to reviewing our provision of extra-curricular sports clubs at lunch times and after school by making use of our additional PE staff and outside school providers • Top up swimming – we would like to do further work on swimming for our weaker/non-swimmers next year by offering swimming to those who need it in yr 6 if possible to see even greater improvements.

installations on the field in the future.	
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Total amount carried forward from 2019/2020 £13,954.58

+ Total amount for this academic year 2020/2021 £18,000

= Total to be spent by 31st July 2021 £31,954.58

<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>	79%
<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>	71.6%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	32%
<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

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: £18000	Date Updated: 27 th July 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: 47%
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"> Maintain 2 hours per week of PE lessons for all pupils. Further enhance our provision of activities and facilities for pupils to engage in during break/lunch times. Further provision using outside providers and additional PE staff to increase extracurricular provision after school. 	<ul style="list-style-type: none"> Further development of playground equipment Development for the playground which offers greater opportunity to be active during break/lunchtimes. Equipment purchased for pupils to use on the playground such as hoops, skipping ropes, balls. New extra-curricular clubs organised for pupils including badminton, basketball, multi-sports and handball. <i>(clubs were booked and had to be cancelled due to COVID-19 school closures).</i> 		<ul style="list-style-type: none"> Pupils have more opportunities to engage in different activities during unstructured times. High level of use for the playground equipment Pupils are active during lunchtimes. Pupils are to be made aware of the extra-curricular program on offer through promotion by email communication. 	<ul style="list-style-type: none"> Explore options to include before school activities linked to breakfast club. Introduce further extra-curricular clubs and re-arrange for cancelled and postponed clubs to return. Survey pupils to determine future desirable clubs and activities. Potential to add further equipment to enhance our provision of activities at unstructured times.

Key indicator 2: The profile of PESSPA (physical education, school sport and physical activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
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"> All pupils should be aware of the importance of leading a healthy and active life and how schools can help by developing their skills and knowledge and by providing opportunities for them to be active every day. Staff ensure pupils know that PE and school sport play a vital role in maintaining positive mental health. This is included in long term plans and always spoken about by teachers. Pupils should be aware of how being healthy and active can impact on their school success by developing their confidence, resilience and focus. Continue to operate a strong culture of competition through the local sports partnership. (This has been very much hampered by COVID restrictions). 	<ul style="list-style-type: none"> Use of new scheme GET FIT PE which explicitly teaches about healthy lifestyles. More information delivered through HRE lessons as part of the PE curriculum that can help to make pupils aware of the need for leading a healthy and active life and most importantly, how this can be achieved. Delivery of lessons and tasks related to healthy and active lifestyles over lockdown. This included practical sessions, challenges and written tasks too. Previous use of cooking club (couldnot run due to COVID this year) and specific use of this activity to further expose pupils to alternatives to sport for health and activity. Implementing school competitions. This has been very much hampered by COVID restrictions 		<ul style="list-style-type: none"> Commendations to pupils for sporting effort, participation and success are more regular. Pupils demonstrate increased knowledge following specific units of work based of questioning of pupils and work submitted over lockdown. Both sporting success and participation are both celebrated equally. We would like to see a consistently high level of attendance at extracurricular clubs moving forward. We were unable to observe this year due to COVID restrictions. 	<ul style="list-style-type: none"> Full coverage of new scheme to include the HRE aspects. Continue to celebrate both sporting participation and success. Continue to compete in more sporting competitions. Introduce sports ambassadors and playground leaders.

developing a healthy and active lifestyle.	<ul style="list-style-type: none"> Re-development of the Sports day format to include higher levels of participation from pupils. This was very successful this year allowing more pupils to take part in more events and reduce the waiting time for pupils. 			<ul style="list-style-type: none"> Continue to develop our sports day to make it even better!
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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"> All PE staff to be confident in delivering fun, safe, active and engaging lessons in a range of activity areas. Employment of two additional PE subject specialists to teach KS2 PE and games to further improve quality of teaching for our pupils. 	<ul style="list-style-type: none"> Identify strengths and any areas of need or gaps in knowledge and skills. Ensured that PE staff are aware of 'Safe Practice' book and refer to it prior to new units. Subscription to AfPE (Association for Physical Education) for most up to date guidance related to safe practice during COVID restrictions for PE department. Use of PE local partnership for help with planning for less experienced staff. 		<ul style="list-style-type: none"> Staff will gain valuable knowledge and skills to deliver high quality PE and school sport. Pupils will benefit from knowledgeable staff delivering high quality lessons. Delivery of PE will be safe and in line with most up to date guidance from the leading authority. Staff will feel more confident delivering a wider range of PE activities following CPD sessions. 	<ul style="list-style-type: none"> Review training needs of staff. Re-book cancelled CPD sessions. Seek out further CPD opportunities to further upskill teachers and ensure sustainable impact on pupils for years to come.

	<ul style="list-style-type: none"> Sports Subject Leader to lead staff training sessions linked to upcoming topics. Less experienced staff teamed up with more experienced staff where possible to help model good practice and upskill staff. CPD sessions for Gymnastics, netball and Dance organised for staff (CPD booked and had to be cancelled due to COVID-19 related closure of schools). 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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"> Introduction of new activities into the KS2 PE curriculum. (This offer was dramatically changed due to COVID restrictions). New activities were due to be used to lay down foundational skills that will benefit pupils as they will also be covering these activities at Secondary School. 	<ul style="list-style-type: none"> New equipment was introduced to allow for activities to take place. More equipment was purchased to allow all pupils access to items they can use within lessons. Extra equipment allowed for greater participation in lessons, also allowing more intensive and high quality individual practice. 		<ul style="list-style-type: none"> We would have liked to have seen new experiences for pupils and an increase in variety of activities to participate in (COVID affected). Pupils were able to participate in some modified activities such as fitness sessions in addition to an increase in orienteering activities which we were able to offer. 	<ul style="list-style-type: none"> Re-book taster sessions cancelled this year. Seek out local sporting clubs to offer opportunities to our pupils. Increase orienteering and team problem solving activities.

<ul style="list-style-type: none"> Greater repetition of skills and practice was looked at by increasing the amount of equipment so that more pupils have access to equipment each during lessons, therefore giving them more time to work rather than waiting or sharing equipment. 	<ul style="list-style-type: none"> Local clubs were organised to deliver taster sessions and extra-curricular clubs including Badminton and Cricket (<i>Taster sessions were cancelled due to the school closures and restrictions linked with COVID-19</i>). 		<ul style="list-style-type: none"> Pupils have access to a broader curriculum offer (COVID affected). Pupils will have access to a wider community sporting pathway that they may not otherwise be aware of through the taster sessions and promotion of these local sporting clubs. Potential increase in routes to community sporting associations and clubs. Eg links to Cheshunt Cricket Club /Girls football Club Further offering opportunity for active lifestyles outside of the school setting. 	<ul style="list-style-type: none"> Continue to look at how our curriculum can offer new activities to challenge and enthuse our pupils.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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"> All of our pupils should have the opportunity to access competitive school sport and within a broad range of sports. This has been severely reduced by COVID restrictions and we look forward to the re-start of competitive inter school sport from September. 	<ul style="list-style-type: none"> Accessing a wide variety of sporting competitions this year including football, netball , speed stacking, cross country , athletics and more. Continued affiliation to local sporting partnership to provide competitive sporting opportunities for ourpupils. Access to a year round program of local sports linked to the Sports Partnership. Pupil involvement in several District and County level competitions. <i>All of our inter school sport was lost this year due to cancellations of fixtures, competitions and tournaments linked to COVID-19.</i> 		<ul style="list-style-type: none"> Pupils seize opportunities to compete and value their place on any sporting team. Pupils are motivated to represent their school in competitive sport. Both sporting success and participation are both celebrated equally and are highlighted in communication home and within assemblies. Many different pupils involved within competitive sports, not just the same few. 	<ul style="list-style-type: none"> Continue affiliations and memberships to allow for our entry into local and National competitions. Reach out to other local schools for more interaction through sporting competition. Increase the number of 'virtual' sporting competitions on offer to adapt to the conditions relating to COVID-19.

The school will have a small underspend (£10983.83) this year which we have earmarked for a future project relating to equipment for playtimes and the playground and for the introduction of many more additional extracurricular clubs and activities for pupils. This could not be actioned due to a variety of restricting factors this year, not least COVID restrictions. Further restraints from COVID have meant a much reduced amount on competitive school sport and in the provision of extracurricular clubs and activities. This will be adjusted so that we have a far greater offer of such clubs and activities next year, and plans have already begun for this implementation.

Signed off by	
Head Teacher:	N. Ranson
Date:	2 nd September 2021
Subject Leader:	B Gorton
Date:	27 th July 2021
Governor:	C.Robinson
Date:	2 nd September 2021