

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:

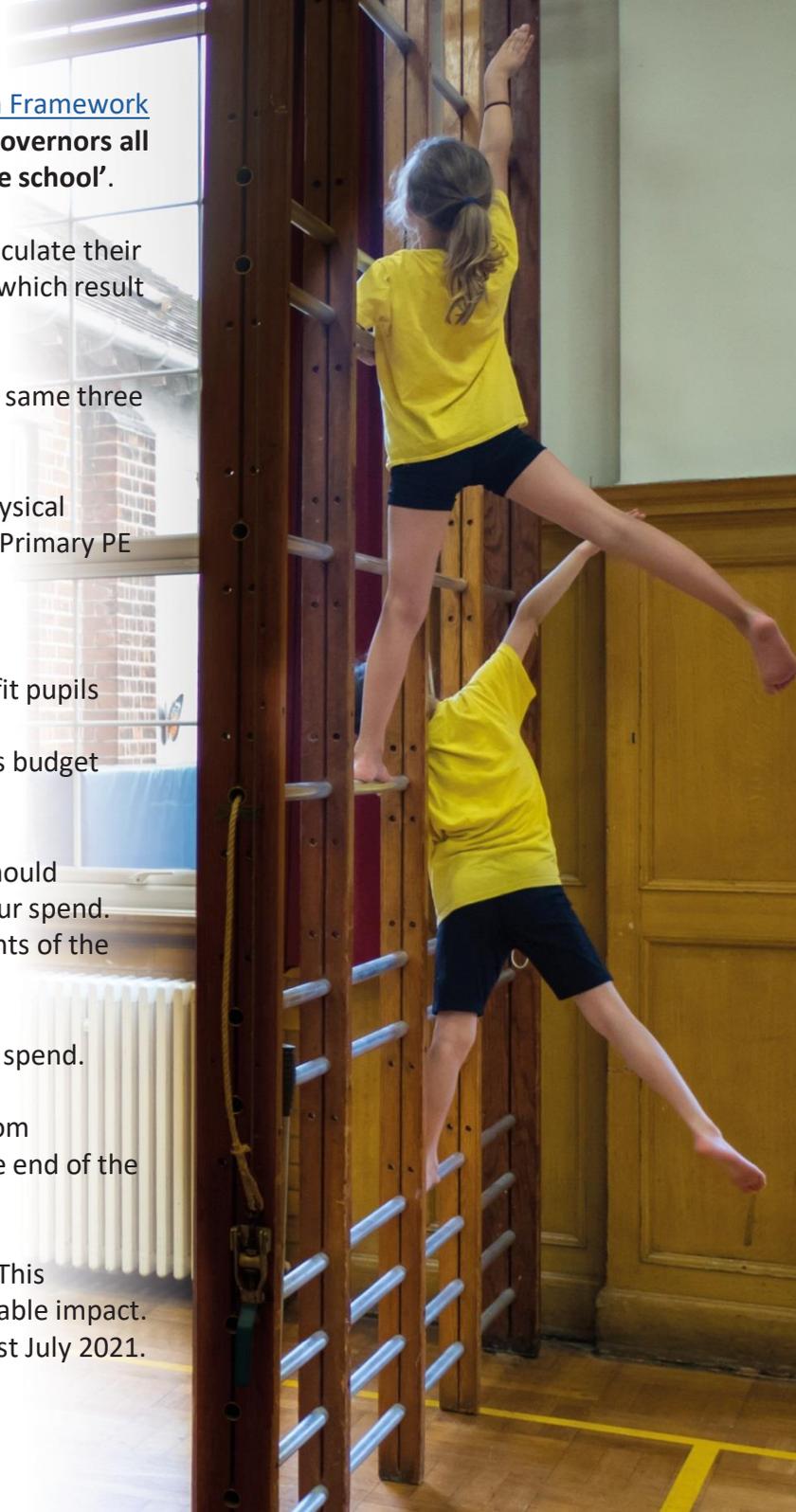
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Dedicated PE lead 2 days weekly to promote PE, develop curriculum, provide support for teaching PE and promote wider opportunities. • Upskilling of class teachers by working alongside PE teacher and coach – upskilled particularly in differentiation. • Subject leader worked with teachers to identify skills development needs – ongoing CPD provided. • PE long term plans revised and medium term plans developed for all skills units. • Progression of skills assessment reference document for all skills created to support assessment. • Range of sports clubs offered. Participation in a wide range of local competition. • Development of pupil leadership through sports ambassadors – e.g. promotion of lunchtime activities. • All children took part in the Daily Mile outside of their PE lessons. • Targeted ‘nurture’ activities to develop physical skills and co-operation for all pupils. • Maintaining high profile of physical activity during shutdown through daily promotion of Joe Wickes. • Well-being week for children and staff. • Successful external PE Deep Dive. 	<ul style="list-style-type: none"> • Embed medium term plans and progression of skills to support assessment of PE. • Moderate assessment of PE so that it is consistent and accurate. • Develop differentiation for more able pupils in PE. • Improve provision for physical activity at lunchtimes. • Extend intra-school competition. • Link pastoral team to ‘nurture’ PE provision. • Upskill teaching assistants to support within PE lessons.

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 £ 0
+ Total amount for this academic year 2020/2021 £ 18 850
= Total to be spent by 31st July 2021 £ 18 850

<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>	29%
<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>	29%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	69%
<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

	<ul style="list-style-type: none"> Premier Sports provided lunchtime extra curricular clubs 3x weekly for 45 mins. 	£4560	<p>provided by Premier Sport for one term each. This was 50% of the school.</p> <p>Lunch club did not take place in the Spring Term due to Covid-19 but sports coach provided physical activities for key worker children</p> <ul style="list-style-type: none"> Children were able to access a wide range of activities during Premier Sport lunch clubs including archery. 	
<ul style="list-style-type: none"> To increase the range of physical activities through wrap around care provider. 	<ul style="list-style-type: none"> Premier Sports have provided wrap around care this year. They have offered a wider range of sporting activities and holiday club provision. 		<ul style="list-style-type: none"> Several children who have used the wrap around care provision have had access to a greater range of sporting activities meaning they are keeping active outside of school hours. 	<ul style="list-style-type: none"> To review with Premier Sport what sports / activities they are able to offer and address any gaps to offer broad and diverse opportunities.
<ul style="list-style-type: none"> To provide children with leadership opportunities within PE lessons and outside of lessons. 	<ul style="list-style-type: none"> Children were due to complete SSFT sports leader training. Within their classes, play leaders and children working at greater depth were able to lead elements of the PE lesson e.g. warm ups / cool downs. Older children were able to officiate and referee games within their lessons. 		<ul style="list-style-type: none"> This did not take place due to Covid-19 restrictions and the mixing of bubbles. Children were able to experience leadership opportunities within lessons and as a result felt a feeling of success and achievement. 	<ul style="list-style-type: none"> Ensure that sports leaders from across the school receive sports leader training in the Autumn Term. Provide each sports leader with a t-shirt to promote their presence in the playground.

<ul style="list-style-type: none"> To engage all pupils in 'Daily Mile' outside of PE lessons. 	<ul style="list-style-type: none"> Children took part in the 'Daily Mile' at least 3x weekly outside of PE lessons. 		<ul style="list-style-type: none"> All children are active at least once a day outside of their PE lessons. 	<ul style="list-style-type: none"> Review timetable and ensure that all classes access 'Daily Mile' at least 3x weekly.
<ul style="list-style-type: none"> To increase participation in physical activity throughout the day and outside of PE lessons. 	<ul style="list-style-type: none"> Where possible teachers taught lessons outside and made links within other areas of the curriculum e.g. active maths – measuring the perimeter and area of the school field. 		<ul style="list-style-type: none"> Children were able to take part in physical activity outside of the PE curriculum. Children were able to make links with PE skills in other areas of the curriculum. 	<ul style="list-style-type: none"> Review medium term plans and where possible plan in outside learning opportunities before the start of a unit of work.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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 promote pupils' articulation of how they are developing their skills and how their skills build on those they have learned before. 	<ul style="list-style-type: none"> There has been a high focus on medium term plans this year. These have been shared with children at the beginning of each new unit and are revisited throughout the unit. Medium term plans are displayed in classrooms. All planning has been informed by new medium term plans. 		<ul style="list-style-type: none"> Pupil voice and lesson observations showed that pupils were able to articulate which skills they were using in each lesson. They were able to articulate which skills they had learnt previously and which they were building upon. Older pupils were able to make links transferable skills used between sports e.g. control in football and 	<ul style="list-style-type: none"> Continue to review and share MTPs with children for each unit of work. Make explicit links between sports / disciplines and use sport specific vocabulary. Create PE folders in which pupils keep their own copies of MTPs and highlight skills when they are taught / vocabulary when it is used within lessons.

			<p>control in gymnastics.</p> <ul style="list-style-type: none"> Pupils are able to accurately use the subject specific vocabulary outlined on medium term plans. 	
<ul style="list-style-type: none"> To raise the profile of Almond Hill learning behaviours in PE lessons so children make links to those being used. 	<ul style="list-style-type: none"> High focus on learning behaviours in every PE lesson. 		<ul style="list-style-type: none"> SL observed learning behaviours being referred to and praised in all lessons observed this year. Pupils were able to articulate which learning behaviour they were using within lessons and how this helped them. 	<ul style="list-style-type: none"> Introduce house points system so that pupils can achieve points for showing learning behaviours within lessons.
<ul style="list-style-type: none"> To increase knowledge of PE at KS1. 	<ul style="list-style-type: none"> SL visits to infant feeder school to observe PE lessons in year 2 and to meet with KS1 SL. Look at long term plan for KS1 and review long term plan at AH to ensure existing skills are built upon. 		<ul style="list-style-type: none"> This was not able to take place this year due to Covid-19 and bubble mixing restrictions. 	<ul style="list-style-type: none"> Reschedule for Autumn term / when restrictions allow. Ensure there is a clear progression of coverage and skills from KS1 to KS2.
<ul style="list-style-type: none"> To raise the awareness of parents and carers about the PE taught in school. 	<ul style="list-style-type: none"> All medium term plans for PE are shared with parents and published on the website. Sporting achievements and successes are published in the weekly newsletter and shared with parents. 		<ul style="list-style-type: none"> Parents report they feel more informed about what areas of PE their child is learning about. 	<ul style="list-style-type: none"> Continue to use the website and newsletter as a tool for sharing information with parents. Conduct a parent view to address any gaps / further information they wish to receive.

<ul style="list-style-type: none"> To provide governors with a greater insight into the structure of the PE curriculum. 	<ul style="list-style-type: none"> Subject leader led a governors staff meeting on PE. Governors asked relevant questions to gain a deeper understanding of the structure of the PE curriculum and the Sports Premium funding. 		<ul style="list-style-type: none"> Governors have a greater understanding of how the PE curriculum is structured. Governors understand the intent, implementation and impact of PE at Almond Hill. Governors understand how and why the Sports Premium money is spent and the impact this has at Almond Hill. 	<ul style="list-style-type: none"> To continue to keep governors regularly informed with developments in PE by attending a governors meeting / providing them with notes.
<ul style="list-style-type: none"> To provide a nurture group to support the mental wellbeing of particular pupils. 	<ul style="list-style-type: none"> A small group provision to be put in place to engage those pupils who need support with their mental well-being, in physical activity. 		<ul style="list-style-type: none"> This was not able to take place due to staffing restrictions during Covid-19. 	<ul style="list-style-type: none"> Ensure this is a priority to take place during the Autumn Term.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				52%
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 teachers so they feel confident to provide pupils with high quality PE lessons. 	<ul style="list-style-type: none"> Teachers in Year 6 have been able to team teach alongside a sports coach from Premier Sport during the Autumn Term. Teachers in Year 5 have been able to team teach alongside a sports coach 	£ 4560	<ul style="list-style-type: none"> All teachers feel confident to plan and deliver high quality PE lessons. They are able to differentiate using a range of methods. Teachers feel they have an increased knowledge of subject knowledge and 	<ul style="list-style-type: none"> To roll out team teaching to teachers / year groups who did not receive it this year.

	<p>from Premier Sport during the Summer Term.</p> <ul style="list-style-type: none"> • SL provided all teachers with 'snippet' staff meeting updates on specific aspects of PE plan so objectives were high profile. • SL carried out PE observations in all year groups across the school. 		<p>skills / drills practices to use in further lessons.</p> <ul style="list-style-type: none"> • All teachers are aware of adaptations made in light of Covid-19 and safe practice as outlined in risk assessments carried out by SL. • In all observations, teachers were using a range of methods to differentiate and were successfully directing their TAs to support / extend pupils where necessary. 	
<ul style="list-style-type: none"> • To upskill teaching assistants so they feel confident to provide support for all pupils within lessons. 	<ul style="list-style-type: none"> • Subject leader provided training for all teaching assistants. • Subject leader has worked alongside TAs in year 5 to upskill them to effectively support pupils within PE lessons. • TAs completed a questionnaire before and after receiving training. • Subject leader carried out PE lesson observations with a focus on the support TAs were giving during lessons. • TAs reported that gymnastics was an area they felt they had the weakest subject knowledge. Training in this area was due to take place in the spring term. 	<p>£1000 Cover for SL = 5 days support across the year</p>	<ul style="list-style-type: none"> • Nearly all TAs reported that they felt more confident to support within PE lessons after receiving training. • In all lessons observed, the TA made a significant impact on the progress the group of pupils they were working with made within the lesson. • TAs took on a range of different roles within the lessons observed e.g. leading a warm up, supporting a small group to practise a skill, extending a GDS group. • Gymnastics training had to be cancelled due to Covid-19. 	<ul style="list-style-type: none"> • Review training needs of TAs and offer training to any new TAs to the school. • Reschedule gymnastics training for the autumn term.

<ul style="list-style-type: none"> To provide staff with CPD opportunities in areas they feel less confident to teach. 	<ul style="list-style-type: none"> All staff attended at least one CPD course during the Hertfordshire month of PE CPD. All staff filled in an evaluation form about their chosen CPD course. 	£ 2663 (SSFT)	<ul style="list-style-type: none"> SL observed staff using CPD training in their own practice. SL observed a wider range of differentiation being used within lessons as a result of CPD training. Staff reported that they felt more confident to teach particular areas as a result of CPD training. 	<ul style="list-style-type: none"> To provide CPD opportunities for all staff where needed.
<ul style="list-style-type: none"> To upskill teachers in assessing PE. 	<ul style="list-style-type: none"> SL has worked with teachers to use progression of skills and assessment criteria to accurately assess children within their classes. Teachers have moderated across year groups to ensure they are consistent with their approach to assessing PE. 	£1600 Cover for SL = 8 days support across the year	<ul style="list-style-type: none"> All teachers feel confident to accurately assess the different areas of PE. All teachers are able to assess against the progression of skills and assessment criteria. 	<ul style="list-style-type: none"> Look at data to address common weak areas across the school and provide further CPD opportunities for teachers in these areas.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0 %
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 work with a range of outside professionals to further enrich the opportunities offered to all pupils. 	<ul style="list-style-type: none"> One year 4 class had the opportunity to access the 'Fit Kidz' programme. A group of pupils from across the school were due to take part in the Stevenage Dance Festival. 		<ul style="list-style-type: none"> Children experienced a range of different fitness activities including weights which they had not previously had access to. Their knowledge of different exercises, exercise types e.g. HIIT and muscles were deepened. This had to be cancelled due to Covid-19 restrictions. 	<ul style="list-style-type: none"> To work with external clubs and agencies to provide further opportunities for pupils to access a broad range of sports and activities.
<ul style="list-style-type: none"> To establish further links with the wider community to provide coaching opportunities for a range of pupils. 	<ul style="list-style-type: none"> Establish links with and access local sports groups e.g. Stevenage rugby, tennis and cricket clubs. 		<ul style="list-style-type: none"> This was not able to happen due to Covid-19 restrictions. 	<ul style="list-style-type: none"> To further develop links with external agencies and the wider community.
<ul style="list-style-type: none"> To increase the % of pupils achieving the swimming national curriculum requirement. 	<ul style="list-style-type: none"> Pupils who had not yet successfully achieved the swimming national curriculum requirement at the end of year 4, would have had the opportunity to have additional lessons in year 6. 		<ul style="list-style-type: none"> This was unable to take place due to Covid-19 restrictions. 	<ul style="list-style-type: none"> To ensure children who have not yet met the minimum national curriculum requirement for swimming, receive top up lessons.
<ul style="list-style-type: none"> To provide children with a range of different sport activities to develop their skills and interests. 	<ul style="list-style-type: none"> Premier Sports were able to offer a wide range of sporting activities during lunch clubs to year 5 and year 6 which children may not have had access to before e.g. archery. 		<ul style="list-style-type: none"> All pupils in years 5 and 6 were able to access a lunch club provided by Premier Sport each week. Pupils were able to take part in a range of new activities e.g. archery. 	<ul style="list-style-type: none"> To continue to offer a broad and varied range of activities and sports both within lessons and as extra-curricular clubs.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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 provide all children with opportunities for competitive sport. To develop opportunities to engage in competitive sport at a range of levels. 	<ul style="list-style-type: none"> Inclusive school sports day within bubbles which included all pupils. Intra-school sporting competitions have taken place throughout the year and are planned into teaching units. Virtual competitions have been provided by SSFT. This year children have taken part in football, boccia and basketball competitions. Pupils grouped by ability across the year group to allow for success within ability groups. School long term plan adapted to link to Stevenage Sporting Futures calendar of events. 	£800 Cover for SL = 4 days support across the year	<ul style="list-style-type: none"> Inclusive events at sports day (e.g. egg and spoon race) allowed for all pupils to take part in competition no matter what their sporting ability. All pupils from across the school were able to engage in some competitive opportunities throughout the year. Where pupils were grouped in ability groupings they had a chance to feel successful without feeling intimidated. Usual SSFT calendar of events was not able to take place this year due to Covid-19. 	<ul style="list-style-type: none"> To continue to develop our School Sports Day to further provide opportunities for children of all abilities. To engage with more inter-school competitions (when restrictions allow). To group children into 'coloured houses' so that when they engage in intra-house competitions throughout the year, points are earned towards their house totals. Continue to review the long term plan and map out competitive opportunities each half term.

Signed off by Emma Fordham

Head Teacher:	Emma Fordham
Date:	12.09.21
Subject Leader:	Jo Geer
Date:	26 th July 2021
Governor:	Sarah Dobbs
Date:	12.09.21