

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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 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	£ 0
Total amount allocated for 2020/21	£ 18 500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 19 060
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19 060

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
<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 2022</p>	<p>Year 6 cohort that left in 2021 -32%</p> <p>Year 6 cohort that left in 2022 - Whole cohort had one term of swimming each during KS2</p> <p>Two classes in year 4 and final class in Year 6 – interrupted by pandemic –</p>
<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>	32 %
<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>	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: 2021-2022		Total fund allocated:		Date Updated:27.07.22	
<p>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</p>					<p>Percentage of total allocation: 27 %</p>
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>Complete the daily mile to get all pupils involved in at least 15 minutes of activity each day.</p>	<p>No class timetable: teachers will decide daily when they believe pupils are in need of going out to run the mile. Teacher will participate alongside the pupils.</p>			<p>No timetable: teacher and pupils will decide when the mile is needed each day. Pupils are provided with at least 15 active minutes each day.</p>	
<p>Introduce more school clubs, with a focus on mindfulness or sport.</p>	<p>Sports clubs to be run after school and to invite a range of targeted pupils (Rounders UKS2) Football club for UKS2 and team, running club for all year groups Premier to provide sports activities for year groups across the week (2-25 min session Mon/Tue/Thur/Fri)</p>		<p>£5133.33</p>	<p>Helping the children increase their daily active minutes. Develop planning to increase the physical literacy.</p>	
<p>Encourage increased focus on Fitness – Fit Kidz / Rowing Challenge / Year 6 girls dance / Positive Minds program</p>	<p>Encourage more girls to take part. Girls selected to take part in their lunch hour to improve fitness and support transition to secondary provision. Rowing Challenge and FitKidz support personal competition and wellbeing.</p>		<p>Premier lunch clubs</p>	<p>Pupils have been offered opportunities to develop fitness and be aware of opportunities within sport that are open to them moving into secondary school.</p>	
				<p>Easily sustained across the school and year groups.</p>	
				<p>Correspondence with Premier and coaches pertaining to attainment of pupils to ensure proper progression of skills.</p>	
				<p>Need to targets girls who are on the 'least active' list and express and interest in participating. Use in house staff to create opportunities.</p>	

Increase the amount of playground resources to provide pupils with more opportunities to play	Timetable posted on the playground for each Year groups' games. Play leaders to use new equipment and support pupils to play effectively and encourage friendly and personal competition. Sports leaders to take part in online training provided by Stevenage Sporting Futures Team to give them a wider bank of activities and address any gaps in their knowledge.	£800 (funded by the PTA)	More children to be involved in sport on the playground and with the new equipment. Play leaders to be trained and support. Sports leaders have received training from VS (assistant head). They currently lead a range of lunchtime activities which are overseen by a lunchtime TA. Sports leaders to successfully lead a range of different lunchtime activities. As a result, there will be fewer lunchtime 'incidents.' Sports leaders will have increased leadership opportunities including within PE lessons.	Lunchtime activity facilitated by the play leaders so the provision is in house. Pupils to write something about their experience in PE, which can be displayed on the board beside an image or piece of work.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 1%
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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?:
Celebration of sporting achievement both inside and outside school through a house points system. Notice board for PE information and notable achievements inside and outside of school	Trying hard and achievement, strong participation, sportsmanship Sporting events are displayed on newsletter and on the notice board. Children who achieve in sporting events outside school are to be rewarded with house points. Continue to update the information on a regular basis.	£ 267 Tokens and containers	Increase achievement and participation in PE that otherwise were considered only for the 'sporty' pupils. Greater balance between sporting achievement and sportsmanship. Pupil voice – a space where pupil can reflect on their physical activity and health choices and be acknowledged for their hard work.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				54 %
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:
<p>Upskill teachers to stretch GDS children and support SEN within lessons through the support of team teaching with Premier Sport</p> <p>Consistency of PE assessment across the year groups</p> <p>Gymnastics training for TAs</p>	<p>Year 5 and 6 teachers to team teach with Premier in the Autumn term focusing on differentiation to stretch the GDS and support SEN. Year 3 and 4 teachers in the Spring term.</p> <p>Summer term focus with Premier to ensure accurate assessment looking at the skills and the application across a range of sports.</p> <p>Moderation of PE during staff meetings – Year 6 Aut – teachers to moderate and identify gaps in pupils attainment so that they reach end of key stage expectations.</p> <p>RC from SSFT to team teach gymnastics with LH while TAs observe. TAs to have an increased awareness of how to confidently support during gym lessons. This is in response to TA training needs identified last year.</p>	<p>£ 10266.66</p> <p>Premier team teaching</p>	<p>All teachers reported that they had found team teaching useful and had improved their knowledge of the sport as well as how to support and stretch accordingly.</p> <p>2.83/5 average rating improved to 3.5/5 average rating</p> <p>Assessment has improved and is more accurate as a result of team teaching, challenge and support and joint assessing with specialist PE teachers. Use of the premier assessment portal has also supported teachers in making accurate judgements for PE across the year.</p> <p>TAs reported an increase in confidence after receiving training. Most TAs felt like their needs had been addressed.</p> <p>2.4/5 average rating improved to 3.4/5 average rating</p>	<p>Pupil view for impact</p> <p>Continue to survey teachers to ensure team teaching is targeted at areas for greatest impact</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
<p>Work with a range of external agencies to offer a broad range of sports and activities to all children.</p> <p>Compete and take part in a range of competitions and festivals during the year.</p> <p>Range of clubs offered to pupils across the year to promote active lifestyles</p> <p>Continue to offer a wider range of activities; both within and outside the curriculum, in order to get more pupils involved.</p> <p>Top Up Swimming</p>	<p>Fit kidz, Stevenage Sporting Futures, Thomas Allynnes (feeder secondary school)</p> <p>Year 6 children have completed a 10 week 'Positive Minds' Programme with Watford FC's Community Sports and Education Trust which focuses on mental health.</p> <p>Basketball workshops</p>	<p>£3562.00 Stevenage Sporting Futures</p> <p>£290</p>		<p>Sporting achievements have been shared via the newsletter and website with parents. This has included in school achievements, achievements while representing the school at festivals / competitions as well as personal achievements achieved outside of school. As a result, parents have an increased knowledge about PE and sporting achievements. Achievements have also been linked with the new house points system and since this has been introduced, more outside school achievements have been shared and celebrated in the newsletter.</p>

				Undertake a pupil survey to ascertain the activities/sports the pupils would like to participate in outside of school hours.
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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:
<p>Use school partnership to send more teams to participate in Level 1 competitions. Children being trained for longer periods of times to encourage confidence through LTP and Premier support.</p> <p>Sports equipment updated for teaching, coaching and competition reasons.</p> <p>Involve increasing numbers of children in competitive sport</p>	<p>Involvement in the Stevenage sporting futures – developed a range of sports Cross Country / Dodgeball / Boccia/ Rapid fire cricket / Sports Hall Athletics / Tag Rugby Festival / Quick sticks (Hockey) / Ultimate Frisby / Athletics / Hockey / Rounders / Dance Festival</p> <p>Football club for school team – second in league</p> <p>Highly successful upper and lower school sports’ days open to parents</p>	<p>£ 525</p> <p>Equipment</p>	<p>Cross country – Year 6 girls came first as a team and won gold medals. One yr 6 pupil came second overall and won a silver medal. All children who took part enjoyed themselves and had an opportunity to take part. Boccia – a selection of PP children attended. Experienced activities which they had no had before as well as a competitive environment. Cricket – a selection of Yr 4 pupils attended. They had a chance to practise the skills learnt in lessons in a competitive format. They were able to learn about the scoring format used during a competition. Sports Hall Athletics - Yr 6 girls came 4th in their heat and the boys came 5th in their heat. All children enjoyed themselves and had the opportunity to take part in competitive sport.</p> <p>Participating in sporting evidence with local schools. Building good sportsmanship amongst pupils.</p> <p>Children participated well and supported each other</p>	<p>Work in year group teams to support access to events as some had to be cancelled due to lack of staffing available to attend. Plan strategically to attend more events.</p>

Signed off by	
Head Teacher:	Emma Fordham
Date:	27.07.22
Subject Leader:	Katie Brocklehurst
Date:	27.07.22
Governor:	Sarah Dobbs
Date:	29.07.22