

# 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:

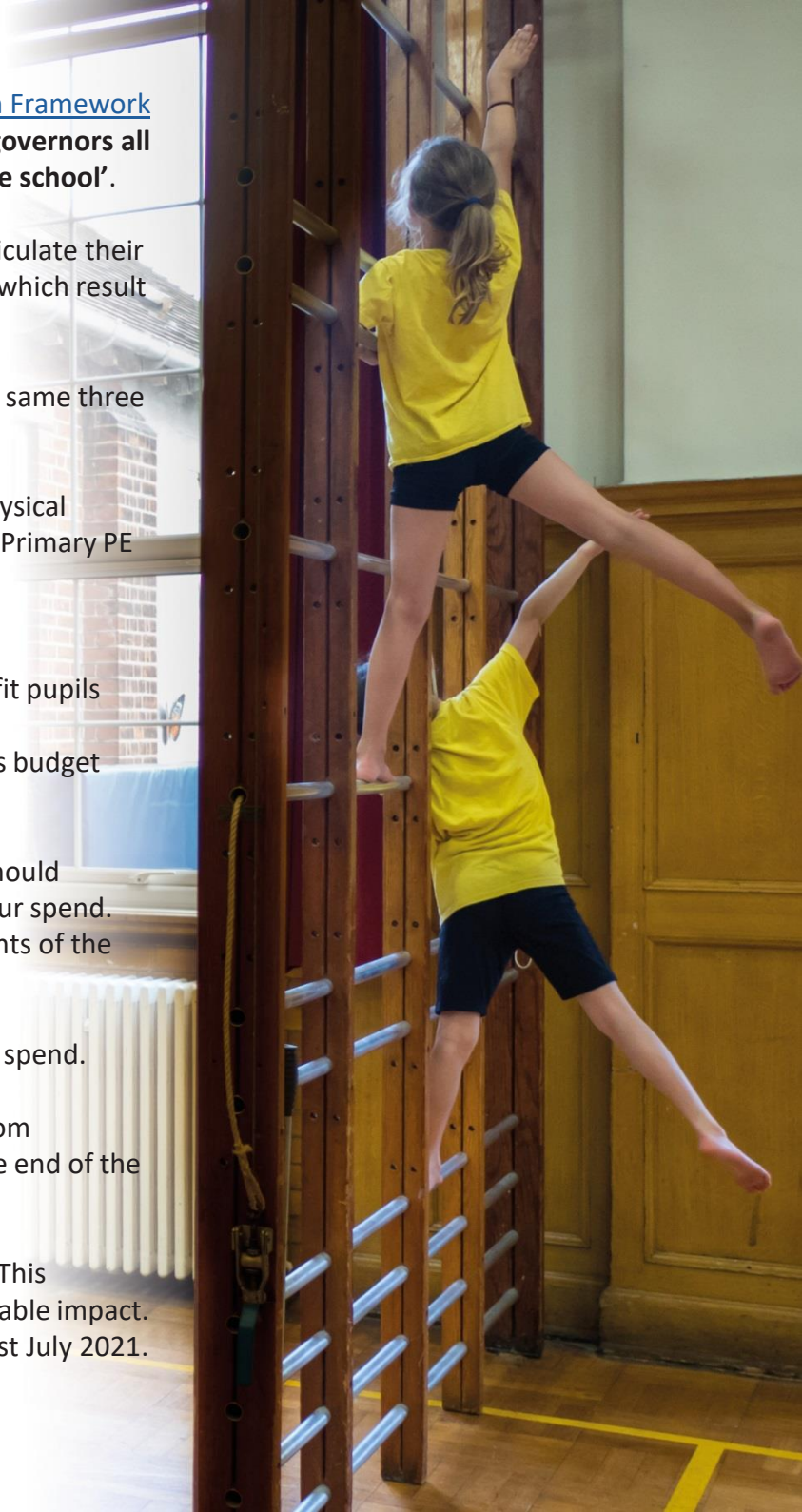
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](https://www.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>Sports Ambassadors have been trained and are integral to the provision of PE across the school. Ambassadors are working on the development of pupil voice across all Key Stages. These Ambassadors have been providing lunch time clubs and physical activities for all children.</li> <li>KS1 and KS2 Gold Sports Mark achieved.</li> <li>Specialist sports teacher has been delivering high quality teaching across the whole school.</li> <li>An increased participation in the number of sporting events entered. This has included friendly competitions arranged by the sports lead.</li> <li>Assessment of children's fitness, overall attainment and progress continued to be monitored in order to close gaps. KS1 Young Athletics checklist started for Reception as a new way to monitor skills and physical development.</li> <li>Shortlisted for the top three in the SSFT Sport Award for categories: Primary School of the year, Primary Team of the Year.</li> <li>Winner of the SSFT Sport Award for: <ul style="list-style-type: none"> <li>Sports Coordinator of the Year (second year of winning)</li> <li>Sports Ambassadors of the Year</li> <li>Contribution to Disability</li> </ul> </li> </ul> <p>Runners up for Primary Team of The Year Award</p>	<ul style="list-style-type: none"> <li>Sports lead to identify training needs within the PE Curriculum. This will involve learning walks and team teaching.</li> <li>Swimming: Percentage of children to reach minimum standard to increase by the end of Key Stage 2.</li> <li>Young leaders to develop further roles within the wider school community. To include reporting on events, leading assemblies, arranging inter house competitions.</li> <li>Links made with sporting clubs within the local community and promoted within the school. This is to encourage the uptake of sport as extra-curricular activities.</li> <li>Introduce a range of inclusive sports across the school.</li> <li>Sports Ambassador developing their knowledge of Inclusive Sport.</li> <li>NQT and support staff to attend twilight development sessions.</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.....**

**+ Total amount for this academic year 2020/2021 £23886 = Total to be spent by 31st July 2021 £23830**

<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>Water safety talk delivered to year groups.</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>	<p>50%</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>	<p>50%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>xx%</p>
<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>	<p>No – COVID restrictions at local swimming pool will not make this possible.</p>

## 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: £23886	Date Updated: July 2021	
<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				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:
Golden Mile programme to be implemented across the whole school. Children to be provided with a daily opportunity to complete a form of physical activity for 30 minutes across the whole day.	Teachers to be provided with CPD session on how to deliver this successfully within the curriculum.	£300	Teachers report an increased focus in children after completing the programme for a term. Children were physically active and now have a better understanding of their mental well-being and the importance of exercise.	Sports lead to introduce programme to Key Stage 1 teachers and integrate across the Key Stage.
Virtual lessons and pre-recorded lessons to support the delivery of physical activity during lock down.	PE lead to provide virtual and pre-recorded PE lessons to support children at home during lock down.		Children will complete their targets and those still unable to meet areas of the movement check list will have interventions to support.	Discuss other ways of measuring fitness levels, in particular focusing of inclusive practice.
Assessment of fitness levels of children starting in Reception and monitored through to the end of Key Stage 1.	Reception Movement Checklist completed in Autumn and targets given out to children to complete at home.		Young sports leaders are trained in leadership skills and are working closely with the younger children.	Continue to develop PE interventions and targets for the children.
Training of young leaders to gain	Young leaders to be allocated a			Young leaders to have weekly meetings in order to plan and

<p>experience when working with children with disabilities during PE.</p> <p>Young leaders to support virtual sporting fixtures/competitions as part of their role of a Sports Ambassador.</p> <p>Daily Active calendar program set up to promote more physical activity across the school and to engage parents.</p>	<p>group to monitor. Sports lead to provide training for young leaders.</p> <p>Sports Leader in year 4 and 5 to deliver sports activities in their year group bubbles. Young leaders demonstrated different activities which were sent out virtually to support the delivery of competitions.</p> <p>Young leaders will support those children taking part in a competition. They will also take pictures and write reports to share with the rest of the school.</p> <p>Children took part in the England Daily Mile challenge.</p> <p>Teachers to receive an active program calendar each month. This will help to provide children with physical activity ideas to complete.</p>		<p>They run clubs and promote sport and fitness across the school. Teachers have used this as a 'brain boost' throughout the day. The children have suggested ideas for the calendar. Parents at home are also aware of the calendar each month through our social media platforms.</p> <p>Young leaders understand the benefits of physical activity and how to promote this within the school. They have developed their leadership roles. The have supported children who have an inclusive need at two other schools in Stevenage. (Virtually)</p>	<p>deliver high quality sessions with the support of staff where needed.</p> <p>Young leaders to deliver assemblies throughout the academic year.</p> <p>Young leaders nominated for Leader Award by the Sporting Partnership.</p> <p>Continue to build relationships with local schools to develop children's understanding of being inclusive in sports. This will promote inclusivity in school.</p> <p>Continue to generate calendar and encourage more children to suggest ideas. Sports ambassadors to demonstrate activities to share.</p> <p>Continue to encourage children to develop the Active Calendar for each month.</p>
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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:
				34%
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>An audit of PE equipment undertaken and new resources to be purchased to improve opportunities for children now and in the future.</p> <p>Monitoring of children with higher levels of sporting competence to enable staff to signpost these children to external clubs, developing their skills outside of school.</p> <p>Opportunities for disadvantaged children to experience a wide range of sporting activities.</p> <p>Youth Sports Trust membership</p>	<p>Audit by sports lead. To include sports equipment for children to use during playtimes.</p> <p>Register of more able/talented children to be monitored by sports lead.</p> <p>Pupil premium and less active children to be identified by teachers so sports lead can offer lunchtime clubs to interest the children. Pupil Premium children received sports equipment to support their physical activity whilst learning remotely.</p> <p>PPG children invited to take part in second part of Travel to Tokyo survey. Teachers are able to use the website to support the delivery of PE.</p>	<p>£4000</p> <p>£300</p>	<p>New equipment has enabled many new sports to be taught, such as lacrosse, tri golf and tennis. More extracurricular clubs can be offered and a wider group of children included.</p> <p>The school is having more success in competitions entered and have won medals in a variety of virtual competitions.</p> <p>Pupil voice showed that children had enjoyed a new activity. Many children were not aware of this strand of physical education and several showed an interest in carrying on as an extra-curricular activity.</p> <p>Children are taught the importance of a healthy diet and exercise. Parents are invited into school to share the children's learning and encourage a more active lifestyle.</p>	<p>Continued monitoring and annual audit of equipment to ensure it is kept to a good standard.</p> <p>Pupil voice questionnaire to be shared termly with the children to discuss their views about PE across the school.</p> <p>Gain parent voice about physical activity.</p> <p>Continuing to make links with external services in order to provide ongoing opportunities.</p> <p>Continue to use the website to support the delivery of PESSPA across the school.</p>

Football Support	Children to have regular football activities to continue to support the development of girls and boys football.	£210	Girls and boys have continued to take part in football and enjoyed the sessions. Girls have gained more confidence from year 3 in playing football.	Continue to take part in football league for boys and girls. Coach will continue to support with umpiring, training and coaching.
Half term activities introduced	Half term scavenger hunts set up across the community to engage more children to keep active and try to encourage more families to be active together.	£3000	Children and parents have participated in the activities. Children are being more active. Responses from parents have been positive.	Continue to create activities to promote physical activities for children as well as their families.
Wow tracker purchased	Wow tracker purchased to engage children to be more active when walking to and from school. Introduced during Walk-to-School Week Tracker Trophy for the classes of the week.	£100	Children and parents are selecting more active modes to travel to school. Children are keen to gain a badge and win the trophy for their class. Parents are parking further away from the school which has resulted in less car traffic.	Continue to promote active travel for children and adults.
		£600		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	12%



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>Improved quality of children's PE to ensure they are competent, independent and confident learners.</p> <p>Improved role modelling of healthy active lifestyles by all staff to reach all children.</p>	<p>Sports Lead to begin Level 5/6 – Professional Vocational Qualifications: Primary School PE Specialism and PE Subject Leadership.</p> <p>Whole school professional development; including teachers, teaching assistants and lunchtime supervisors.</p> <p>Sports lead to provide updates throughout the year during staff meetings.</p> <p>Sports lead to observe lessons across the school. Team teaching to be carried out where appropriate.</p> <p>Pupil voice to be carried out to discover pupil's views about PE lessons and their knowledge and understanding of PE.</p> <p>Whole school focus to support the delivery of English and Maths. It supports pupils' transition back to school with a physically active recovery curriculum that rebuilds</p>	<p>£1350</p> <p>£300</p>	<p>Teachers have received several training sessions which has resulted in increased confidence and improved teaching and learning. Completed in partnership with Herts Sports Partnership (Lesson observations)</p> <p>MSA/TA received virtual training to support the delivery of physical activity during break and lunchtime.</p> <p>Break/lunch time rota created with guided activities for children to take part in.</p> <p>All teachers have received training for tennis. Completed virtually and provided by the Lawn Tennis association.</p> <p>All teachers have received online Outdoor Kids Sun Safety Training</p> <p>The focus of lessons are child centred and as a result pupils are engaged and are keen to learn and improve.</p>	<p>Sports lead to support new staff in school with planning for delivery of PE.</p> <p>Arrange team teaching opportunities to develop the quality of teaching, learning and assessment.</p> <p>Sports lead to identify staff needing further support and provide appropriate development opportunities.</p> <p>Sports lead to monitor the assessment of children to ensure progress and attainment is maintained.</p> <p>Increased teacher confidence when teaching tennis or a racket skill.</p> <p>Teacher's response have been positive. It has provided teachers with different ways to teach a particular objective.</p> <p>The children have enjoyed learning in an active way.</p> <p>Continue to use the program to support children's learning and physical and mental well-being.</p>

Teach Active program brought

<p>Outdoor Adventure Activities (OOA) course designed and put up around the school ground. Teachers and MSA's have received training to enhance their knowledge and understanding.</p>	<p>well-being, re-establishes teamwork and recovers gaps in learning through Teach Active.</p> <p>Whole school focus to support the delivery of Maths, English and Phonics with the courses are tailored to the National Curriculum.</p>	<p>£1170</p>	<p>As a result pupils have made good or better progress both in lessons and over time. This is evidenced in teachers' planning and records.</p> <p>Teaching assistants working with targeted groups effectively to close gaps.</p> <p>Children are more active during the school day. Children have a better understanding of OAA. They are consolidating their knowledge of Maths and English in an active way.</p>	<p>Teachers continue to use OAA to support delivering of the National Curriculum.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>

				34%
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>Additional Achievements: To increase children's understanding of water safety by taking part in a range of sporting water events. Due to pandemic, the children were unable to take part in water safety water events.</p> <p>Water Safety talk</p> <p>Children to participate in an extensive list of virtual competitions including level 2 and 3 to promote competitiveness and resilience. Links with a specialist teacher in inclusive PE made to improve inclusive practice.</p>	<p>Children will be able to take part in a range of water activities using the local lake. Children will understand the basic water safety needs. They will experience a range of different water activities.</p> <p>Children will be able to understand about the importance of water safety and why it is important. They will learn about the different activities that can be completed in a swimming pool.</p> <p>Enter into virtual competitions delivered by the sporting partnership.</p>	<p>£2500 to be used from the underspend from academic year 20/21</p>	<p>The children will learn about water safety. They will learn about the different activities that take place on the water.</p> <p>Children learnt about the different water activities e.g. water polo, diving and synchronized swimming. They learnt about key aspirational figures.</p> <p>Children have attended virtual competitions across the year. The competitions are varied and wide from netball and athletics.</p> <p>Children have a better understanding of Inclusion and how to make sure everybody is included no matter what race, gender or abilities. Children have thought about ways to adapt</p>	<p>Due to restrictions at local Water Activity Centre, it was not possible this academic year. It will now take place in the academic year 21/22.</p> <p>Monitor the success of the current Year 4 children when they complete their swimming provision in Year 3.</p> <p>Top ups will be offered where children have not met minimum standard by the end of Year 5 (academic year 21/22 due to restrictions at local swimming pool not made it possible this academic year).</p> <p>Continue to promote water safety talks and events to other year groups. Build links with local swimming organisations.</p> <p>Partnership with Stevenage Sporting Futures Team (SSFT) to continue in order to offer children a variety of competitions to enter.</p>

To increase children's understanding of Paralympic sports.	Sports Lead to give children and teachers experience of a range of different Paralympic sports. They have a better understanding of Paralympic activities.		their game to include everybody. Continue to build on the different Paralympic sports to develop their understanding further.	To offer a large range of clubs that children are eager to participate in.
To increase children's and staff's understanding of Outdoor Adventure Activities (OAA). It is a National Curriculum requirement for KS2 children and will be introduced in KS1.	OAA course being designed by an outside organisation to help to support children and staff with their understanding of OAA.	£3100	Continue to develop OAA across the school and support outside learning. Continue to build on School Games Values that OAA focuses on.	Continue to seek support from Sporting Partnership Inclusion officer. Continue to take part in a range of Paralympic activities.  OAA will be taught across KS2. Sports ambassadors to set up and run lunch activities using the OAA short courses. Teachers and MSA will be able to deliver this due to the staff meeting and online portal available. Continue to promote outdoor adventure activities and water sports using the local facilities in the area.
Make links to Fairland Valley Water Sports Centre to develop children's experiences and understanding of a range of water and outdoor sports activities.	Use of the local water sports activity Lake. The children experienced; raft building, Pedalos and canoeing. Children to experience and understand a range of water and outdoor sports activities.	£200	Children understood more about water safety. They learnt a range of life skills when in or around water. They developed their teamwork skills.	Provide year 6 (21/22) with water sports activities using the underspend from 20/21.
Fit 4 Kidz 6 Week program. Children experienced a range of HITT fitness activities.	Teachers were able to develop their understanding and knowledge of teaching lessons based on fitness.	£800	Children understood that being physically fit doesn't mean they have to be part of a sports team. Simple activities can keep them fit and healthy. Developed their understanding of personal best and the School Games Values.  The children have understood a different type of physical activity	Continue to build HITT fitness activities into curriculum.  Continue to build fitness activities into the PE curriculum. Continue to build on personal best



Fitness equipment bought.	<p>Children experienced a range of fitness activities that can be completed simply at home.</p> <p>To give more children an experience of fitness and understand the benefit of a healthy active lifestyle.</p>	£300	<p>other than traditional sports. They are beginning to think about endurance and stamina.</p> <p>This is an engaging and interactive way to support the teaching of the fundamental movement skills. Children have been more active and are beginning to meet their end of year targets.</p>	<p>challenges.</p> <p>Continue to use action mats to support children and develop interventions. Continue to assess Reception - year 1 basic movement skills.</p>
Action Mats.	<p>Teachers have been able to support KS1 children to develop their movement skills. Teachers have been able to enhance and develop their knowledge and understanding of the fundamental movement skills needed for KS1 children.</p>	£1100		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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>New sports are being researched and specialist coaches invited into school to promote interest in competitive sport. An increased participation in the number of sporting events entered. This will include friendly competitions arranged by the sports lead.</p> <p>Virtual or league competitions which are facilitated by the SSFT but delivered within schools to offer maximum participation.</p> <p>Opportunities for participants in KS1 and KS2 to access events including a range of athletics and competitive sport.</p> <p>Monitoring of children across the school who attend a sports competition and after school clubs.</p> <p>An increased participation in inclusive activities.</p>	<p>Sports clubs to be invited into school to provide taster sessions and/or assemblies to promote their sport outside of school.</p> <p>Enter whole school virtual competitions.</p> <p>Entered into whole school Design a Bat competition.</p>	£4500	<p>All children in the school have an opportunity to participate in a competitive sport and are developing an interest.</p> <p>Year 3 and 4 virtual speed stacking competition entered.</p> <p>Year 1 and 2 multi-skills competition entered.</p> <p>Year 3,4,5,6 entered into a virtual athletic competition.</p> <p>Year 4 and 5 entered into a basketball competition</p> <p>All Children participated in a Virtual Learning and Discovery day (Paralympics activities)</p> <p>Children have developed a natural resilience and competitiveness that is evident through the results gained in competitions.</p> <p>Two teams entered the finals of the inclusive sporting competition. One team came second.</p>	<p>To continue to enter all competitions available.</p> <p>Co-operate with other schools to develop competitions for Key Stage 1 children.</p> <p>Continue to work with specialist teachers in the delivery of inclusive sporting opportunities.</p> <p>During the period of lockdown due to Covid-19, a weekly online sporting challenge was set. These challenges were adapted so that all children at home could take part. The Sports Lead and Sports Ambassadors used technology to deliver pre-recorded challenges, linked to the Herts Sports Partnership, demonstrating the activity for the children to watch. This was then published on the schools twitter and Facebook page. Sports Lead pre-recorded short PE lessons to be published daily via Google Classroom, Facebook and Twitter.</p>

	Children took part in a virtual Learning and Discovery day to promote Paralympic activities.		Our school was recognised for their outstanding contribution to deliver the day virtually and were mentioned on the Youth Sporting Trust website.	Continue to communicate with Youth Sports Trust to develop sports and inclusivity within school. Continue to build sporting relationships with SEN schools in the area.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	D Williams
Date:	07/07/21
Governor:	
Date:	