

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:

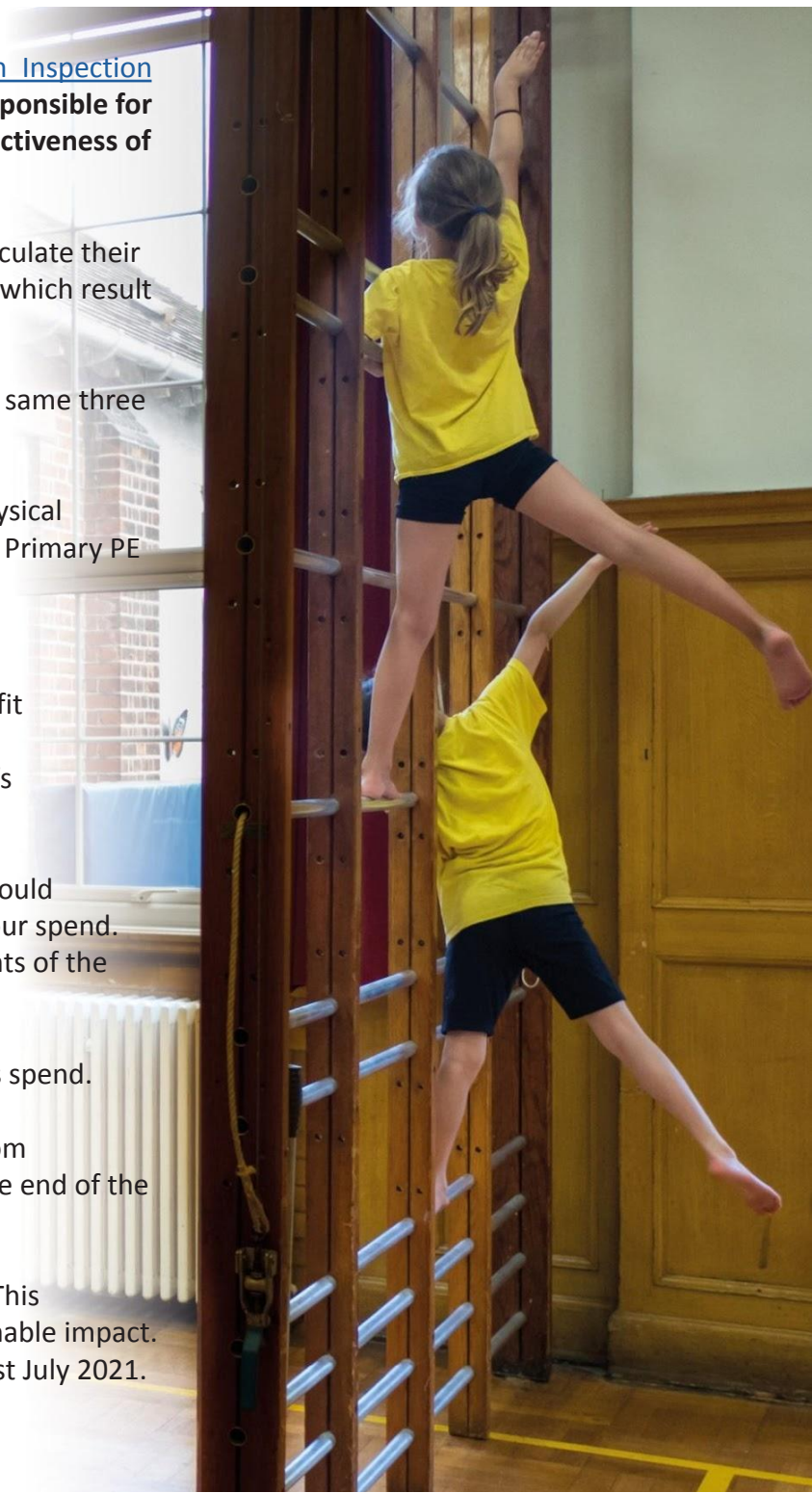
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 **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"> • Sports TA- delivering high quality PE lessons, clubs and lunchtime activities Working alongside L3 TA to develop PE skills. • Introducing alternative sports with NSW workshops (our alternative to Sports Day), giving all children a wide range of sporting activities to experience especially those who may not enjoy traditional team sports Fantastically organised sports workshops for NSW gave children the opportunity to participate in a non-competitive fashion. • Intra School Sports competitions. • New equipment to support free staff led clubs (reintroduced after Covid break working in bubbles). • Daily Fitness Challenge instilled with whole school instead of Daily Mile. • Introduction of Sports Ambassador role models in KS2 (one per class) communicating to children and teachers with regular meetings with PE lead. • Saracens Rugby –Fitness in schools programme. Educating our students in Year 3,4&6 on how to lead a healthier life theory (IWB) supported by a practical side where the children learnt rugby skills and tactics. • Participated in Virgins Mini Marathon with Upper KS2 in which all children ran a half marathon in 12 days. • Our link with BPSS/BPSI/YST enhanced opportunities for children – running workshops and the PE team have had excellent CPD training. • Our on site pool enabled us to continue to raise the attainment of our students and we were able to run invention swims targeting students of varying SEND, BAME community and ensuring a high percentage of our Year 6 are able to leave with their 25m badge. • We've developed our link with feeder Secondary School TTA, they have hosted sporting workshops for our Yr 5&6. • We are a Silver Games Mark School. 	<ul style="list-style-type: none"> • Continue to bring in range of workshops for the children to participate in within the Covid guidelines. • Extend the free clubs and develop After School Clubs allowing students to have a broader experience whilst at ASC. • Make children more aware of local external opportunities. • Daily Fitness Challenge to be lead but not by PE staff by students next term. Allowing them to become more educated in how to raise the heart rate and taking ownership of how to be more active. Sports Ambassador to be the communicator. • Continue to build links with Saracens Rugby club and other local sporting clubs. • Share out and set up external PE CPD for PPA team ensuring they are trained and equip to teach sports effectively embedding the importance of physical activity to all. • With the pool closure, we need to create another opportunity ensuring a high percentage of our year 6 students are leaving with 25m badge. • Participate in more external fixtures, competitions and tournaments. • Create a more active playtime environment for break and lunchtime.

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 £...20396...

= Total to be spent by 31st July 2021 £..20396....

<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>	96.6%
<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>	91.6%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91.6%
<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

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: £		Date Updated:	
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					
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 enable staff to deliver high quality consistent lessons with the aid of resources● Increase pupil participation in sport activities● Increase interest in sport and a healthy lifestyle● Prepare children for their daily learning● Contribute towards the engagement of all pupils in regular physical activity	<ul style="list-style-type: none">● Daily Fitness Challenges set● 5 a day Tv subscription● On site swimming pool reopened following Covid guidelines. (Interventions & target group set)● Complete PE Programme (All PPA team work off this programme to teach PE).● Saracens Healthy Lifestyle programme. (BPSS)	<p>£241.92</p> <p>£126.07</p>	<ul style="list-style-type: none">● Class teachers are on board with the challenges and 5 a Day embedding the importance of regular daily fitness.● High percentage of children are leaving Year 6 having achieved their 25m badge.● Intervention swims –targeted students. SEND BAME● Complete PE helps is in line with the PE National curriculum. Supporting and providing consistency for the PPA team with lesson planning and planning.		<ul style="list-style-type: none">● Continue with the Daily Fitness Challenge but to develop this idea get the children to coordinate in rotation in class rather than PE team sending video links.● Discuss with SLT about pool closure and options for next year.● Continue with this programme as a base but to develop it further with AFL after each unit delivered enabling PE team to gain a deeper understanding of progress.

			<ul style="list-style-type: none"> Children were educated and informed about the food groups and how to lead a healthier lifestyle. 	<ul style="list-style-type: none"> Rebook Saracens for Year groups who were not able to participate this year. Develop links with Saracens and other external sporting programmes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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 encourage pupils to take on leadership roles to support PESSPA. To embed physical activity into the school day. More staff led clubs able to run due to better equipment. To raise profile of PE at home. 	<ul style="list-style-type: none"> Sports Ambassadors introduced in KS2 (one per class). Regular meetings held and ideas rolled out. Sporting equipment set up during lunch. More equipment bought to support lessons and clubs ie tennis balls, basketball, quoites, hurdles, javelins. PE team pre recorded videos linked to curriculum and sent out via google classroom. 	£992.02	<ul style="list-style-type: none"> National Sports Week, pupil voice, fitness diary introduced, daily challenge tracker. Children more active and engaged at break. Meaning focus was better whilst in class. Parents/carers/ teachers were able to access and support PE activities whilst in lockdown. 	<ul style="list-style-type: none"> PE lead to continue to monitor impact of fitness vids/tracker/diary. Feedback from students and staff to inform whether we continue these next year. Communicate with MTS to discuss more interesting activities can be delivered at lunchtime. Equipment to be reviewed and purchased with new funding.

			<ul style="list-style-type: none"> - maintained positive working relationship with all staff supported and trained other TAs who had to teach PE due to bubble system. -Attended appropriate professional development courses and signed up to various sporting programmes ie FA Girls football, YTS baseball etc -Developed links with contact at TTA feeder school. -Focused on out of school hours sport encouraging participation of PE and School Sport; ran 4 free sporting clubs alongside training our girls upper KS2 football team on a weekly basis. -Organised and set up sporting lunchtime activities. -Assisted with the supervision of pupils out of lesson times, including before, after school and during lunchtimes. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:</p> <ul style="list-style-type: none"> Support and involve least active by setting up targeted intervention groups, extracurricular clubs. Internal house competitions. Organise outside agencies to deliver a variety of sports workshops. Daily Fitness challenge set up – continued from remote learning PE. Virtual sports comp with schools in borough. BPSS 	<ul style="list-style-type: none"> Intervention- Yr 6 SEND/PP/least active Free staff led Clubs brought back and externally paid clubs. Running in bubbles. Upper KS2 able to have intra class tournaments. Ks1 bubble sharing's of end of unit work. No Sports Day this year due to covid restrictions. Sporting workshops set up Nursery –Yr6 for whole week. Internal and external. Started virtual comp but interest wasn't high so focused on DFC (Daily Fitness Challenge). 	£230.00	<ul style="list-style-type: none"> Higher level of engagement with target groups. Large percentage of children leaving year with 25m badge. Moral lifted with informal inter class comp and school community. Workshop bubbles successful- children experienced an array of sporting activities such as; yoga, fencing, basketball, Zumba, karate and many more. Trips organised working with feeder secondary school for upper KS2- alleviating and fears our Yr6 might have about secondary school. Also use of specialised facilities and coaching. 	<ul style="list-style-type: none"> PE lead to assess what intervention groups can be run next Academic year without the pool. Talk to SLT about timetabling. Staff lead clubs & intra class tournaments to continue following government guidelines. Links made with external sporting agencies- workshops booked for Autumn term 1 Review fitness challenges- children/Sports Ambassador to potentially lead instead of teachers.

			<ul style="list-style-type: none"> Students preferred to stick to virtual activities set up by PE team. 	
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Key indicator 5: Increased participation in competitive sport				
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"> • Host and attend fixtures with local schools. • Inter class tournaments. • Beat the teacher – fitness challenge. • National School Sports week comps. • YTS membership/BPSS 	<ul style="list-style-type: none"> • Due to restrictions this was not allowed. • Class comps happened but limited amount. • Children enjoyed trying to beat the teacher's fitness results for one term. • Lots of workshops and comps enjoyed during NSW. 	YST-£200 BPSS-1300	<ul style="list-style-type: none"> • Continued to run sporting clubs to be able to participate in next Academic year. • Children enjoyed knowing teacher's fitness levels and competing to beat scores given on a weekly basis. • NSW huge success, children inspired and motivated by sport. • Connected us with what was happening in borough and offered insets. 	<ul style="list-style-type: none"> • School teams to continue weekly training. • Ensure money is being put aside for transportation for events. • School to host events for other school building and consolidating links. • Equipment to be reviewed ie goal posts, Netball posts. Enabling us to host fixtures. • Continue to promote house comp/inter class • Each KS2 Year group to attend borough comps available (BPSS)

Signed off by

Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	