

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](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. **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](#).

Created by:



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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £3717 |
| Total amount allocated for 2020/21 | £17,440 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £15,488 |
| Total amount allocated for 2021/22 | £17,370 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £32,858 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. 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 then transfer to the pool when school swimming restarts. 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above | 94.7% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 94.7% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 94.7% |
| 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? | 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: 11 th July | |
|--|--|-----------------------|---|--|
| 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: |
| | | | | 43.88% |
| 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: |
| Lunchtime clubs to be started from the Autumn term for children from KS1 and KS2. | Autumn term: Monday – KS1 curling Tuesday – Girls football (KS2) during lunchtime. Boys Football (KS2) after school. Wednesday – Table Tennis (KS2). Thursday- Mixed Netball (ks2). Friday – Multi-Sports (ks2 targeted children). | £607.06 | Children were able to participate in clubs ran by Mr Power which allowed them to stay active at lunchtime but to also have a controlled environment to try out different sports. | Continue with older students to lead sessions for the younger children. Engage more pupil voice in the children who participate. |
| For Spring term these groups will be targeted to consolidate and apply curricular PE teaching, as well as previous extra-curricular activities. | Spring Term clubs: Monday – Target games (KS1). Tuesday – Gaelic Football (UKS2) and Boys Football (KS2). Wednesday – Girls Football (UKS2) Thursday – Mixed Netball (KS2) | £13811.04 | Target Games was chosen as it allows for development of the existing curling skill but also to consolidate PE lessons. There was a reduction of the girl's football to just UKS2 as this allowed for more of a focus on the older children to play and compete. By the end of the Spring term we had 100% of the Year 5 | Keep a log book for the children who are planning these groups so that they can keep track of who is attending. Continue with girls football separate but start to encourage more mixed football opportunities. |

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| | | | girls participating in this lunchtime football club and the girls were also able to play matches. The netball team were able to develop skills that had previously been shown in the Autumn, as well as boy's football. | Create a planning template for Year 6 students to use to plan and run their own lunchtime activities starting from September. |
| For the summer term students from UKS2 will be encouraged to organise their own lunchtime activities for younger students. There will also be a continuation to consolidate the curriculum. | <p>Summer term clubs:</p> <p>Tuesday – Basketball and Rounders (KS2)</p> <p>Wednesday – Tennis (KS2)</p> <p>Thursday – Multi-sports club (KS1 and EYFS)</p> <p>Friday – Table Tennis (KS2)</p> | | <p>Due to SATs and a residential this proved difficulty timing for Year 6's to run all the time, with the supervision of the PE lead. Year 5's were able to plan and deliver sessions for younger children. Children were not asked to sign up for this club they were invited to come along. At first the Year 5 students did only pick siblings but over time, with supervision and guidance from an adult this group proved very effective.</p> | Increase in extra-curricular activities for children to be delivered by coaches. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 34.39% |
| 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: |
| Increase activity of students across the school | <p>Use the Active Lives survey created to plan activities for children across the school.</p> <p>Directed interventions from PE lead for children who are less active.</p> <p>Inter house competitions within the school.</p> <p>After-school clubs and lunchtime clubs ran by school staff.</p> <p>Active lunchtime activities.</p> | £11,298.52 | <p>Pupils have been encouraged to have more active lunchtimes through different initiatives.</p> <p>Children participating in more lunchtime clubs as the year has gone on. In the Autumn term there were 70 sign-ups for lunchtime and after school clubs. In the Spring term there were 97 sign-ups for lunchtime and after school clubs. In the summer there were only 89 sign ups but there were only 5 different clubs compared with 6 in the Spring term.</p> | <p>Provide more opportunities with specialist coaches for children of all ages.</p> <p>House competitions to take place at least once a term to encourage the exposure to houses for children.</p> |
| Develop gross motor skills from EYFS to Year 6 | <p>Implement a balance bike scheme and provide equipment for EYFS and year 1.</p> <p>Equipment available for children in KS2 to develop their gross motor skills.</p> | | Children in Year 5 and 6 able to participate in bikeability. EYFS and Year 1 learners gaining confidence to balance. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|-----------------------------|---|---|
| | | | | 3.53% |
| 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: |
| Increase confidence in teachers to deliver PE curriculum. | <p>Teacher surveys sent out to provide an understanding of teacher's thoughts towards areas of PE.</p> <p>Ensure that the correct equipment is available and clearly identifiable for staff.</p> <p>Continue to use the Get Set 4 PE curriculum programme (chosen by PE lead).</p> <p>Books to enhance cross curricular physical activity</p> <p>Teachers observing and participating in healthy living week</p> | <p>£150</p> <p>£1008.38</p> | <p>PE lead able to support staff in specific areas of the curriculum that they will cover to improve their own confidence.</p> <p>Increase in positivity from staff that equipment is easier to find and to use to teach from.</p> <p>PE lead able to support staff in particular areas of the curriculum</p> | <p>Book a staff meeting for an external coach to come and demonstrate specific areas.</p> <p>Teachers to feedback to PE lead at the end of the year which areas they preferred and which they would like more support with.</p> <p>Introduce review of PE curriculum to develop teachers' understanding of different areas across different age ranges.</p> |
| Increase confidence of PE lead as they are new to teaching | <p>External trainings and conferences organised by DSSN;</p> <p>New to leading PE</p> <p>Herts PE Conference</p> <p>Dacorum PE lead meeting</p> | | | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | 7.61% |
| 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>Children to be able to participate in a range of different sporting activities.</p> <p>Encouraging more girls to participate in sports</p> | <p>Mixed netball training to allow both boys and girls to participate in training.</p> <p>Introduction of Gaelic Football in Year 5 as part of the curriculum</p> <p>Continued implementation of baseball cpd for Year 3.</p> <p>Quidditch day at school</p> <p>Sports day activities differentiated and linked to track and field.</p> <p>Training for PE lead on FA Disney football programme.</p> <p>Introduce girls only football training.</p> <p>Provide opportunity for learners to observe a football match (Women's European football championship)</p> | £2499.75 | <p>Boys were able to participate in a tournament for mixed netball against other schools.</p> <p>Children able to apply skills they have learned in Gaelic football in other sports.</p> <p>Quidditch day booked for school to allow the children to have a positive experience to try a new sport.</p> <p>We had 2 teams entered into a local girls football tournaments, ran by the DSSN. One team came first and the other one came 2nd. All girls thoroughly enjoyed being able to apply their training. The girls preferred to have a separate training to the boys as it allowed them to develop their own skills.</p> <p>Many of the children who attended</p> | <p>Gaelic football tournament for Year 5 and 6 in September.</p> <p>Integrate some of the girls into the boys team to give them further opportunity to participate.</p> |

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| Develop an understanding and be able to apply a variety of skills. | Specialist coaching over the course of a week for students from EYFS to Year 6 | <p>had never been to see a football match before and they were inspired to play football as a team.</p> <p>Children wanting to participate in new sporting activities. Following a trip to the bowls club, we have had 6 children join the club.</p> <p>Positive parent feedback to highlight the positive impact healthy living week has had on their children.</p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 9.51% |
| 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>After Covid 19 and returning to full time school we aimed to get as many children to participate in as many different competitive experiences as we could</p> <p>Children in Year 6 and Year 2 to be prioritised for participation in competitive sport as these are the end of the Key Stages.</p> | <p>Attending inter-sporting competitions</p> <p>Joining the DSSN netball league, football league (mixed and girls)</p> <p>Organising intra-sporting competitions</p> <p>Re-applying for Dacorum School Sports Network (DSSN) membership</p> <p>Transport provided for some of the festivals that required travelling to, to ensure as many children in a class would be able to access the competitive sport.</p> | <p>£1000</p> <p>£2125</p> | <p>Every class from EYFS – Y6 has attended at least 1 external activity where they have had the opportunity to participate in competitive sport. Events delivered by DSSN which our children have attended.</p> <p>EYFS – Commonwealth games</p> <p>Year 1 – Taster day and commonwealth games</p> <p>Year 2 – Sportshall athletics, multi-skills, Year 1 taster day, Commonwealth games</p> <p>Year 3 – Cross country, girls football tournament.</p> <p>Year 4 – Cross country, Commonwealth games, Football league, netball league, Mixed and girls football tournament</p> <p>Year 5 – Cross country, Tag rugby, mixed and girls football league, netball league, mixed and girls football tournament.</p> <p>Year 6 – Bronze Sports Ambassador training, Cross country, tag rugby, mixed and girls football league, netball league, mixed and girls football tournament.</p> | <p>All children have had experience of participating in at least one competitive sport throughout the year. Continue to provide opportunity for children from EYFS to Y6 to have experiences in participation.</p> <p>Encourage Y6 students in September to deliver lunchtime clubs for younger children so that they can apply the knowledge they have learned from these events. The lunchtime sessions can also focus upon skills need for upcoming festivals and events in the future.</p> |

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| | | | <p>Children have been given the opportunity to attend events which cover a range of sports. For Year 5 and 6 the children were given the opportunity to participate in tag rugby which is a sport that Y5 covered in PE but this was very new to Y6.</p> <p>Y3, Y4 and Y5 children have had the opportunity to participate in competitive activity with older year groups giving them confidence and experience for the future.</p> | |
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| Signed off by | |
| Head Teacher: | M Anderton |
| Date: | 27/7/22 |
| Subject Leader: | E Power |
| Date: | 26/07/22 |
| Governor: | |
| Date: | |