

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"> - Gold Mark School Games Achieved - Entered more SEND competitions such as a panathlon and boccia. Providing children who may not usually get involved the opportunity to represent the school. - New equipment was bought and utilised in both PE lessons and after school clubs. - Promoting the importance of physical activity and regular movement through starting a daily mile alternative. - Making sure that when the children were off school due to the pandemic, that regular PE videos and activities were being sent home, ensuring that children were getting some sort of PE lessons throughout the week. - Had an ex Olympic gymnast visit the school to inspire the children through an assembly and through doing circuits in the hall with each class. - Had a sports relief week which was implemented across the school 	<ul style="list-style-type: none"> - Ensure that a daily mile alternative is fully introduced and sustained for the benefit of the children. - Encourage a healthy active lifestyle with more focus on healthy eating and keeping fit outside of school. - Continue to raise the profile of SEND sports to get more children involved. - Try to teach the children a range of different sports/activities rather than just the standard ones on the curriculum. - Put more focus on providing clubs outside of school for children who may excel in a particular sport.

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 £.....

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

<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>	53%
<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>	87.95%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: 2020/21		Total fund allocated: £19,210		Date Updated: June/July 2021	
Key indicator 1: The engagement of all 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:
					6.9%
Intent		Implementation		Impact	
Ensure PE equipment remains at a high standard and replenished and renewed when needed to ensure the children get the most use out of it. Active lunchtimes where a range of different activities can be accessed for all.		<ul style="list-style-type: none">- Bought new football goals, new footballs for use in lessons and after school clubs.- Replenished the stock of tennis balls- New non slip pads were bought- Started after school clubs to start looking ahead for next year teams.		Funding Allocated: £1322.40	<ul style="list-style-type: none">- A bigger focus on a range of different sports in PE lessons.- All equipment has been used either in PE lessons or in extra-curricular clubs.- Active lunch sessions help to burn off that extra energy they have, but also increases their motivation and helps them focus when back in class.
					Sustainability and next steps: <ul style="list-style-type: none">- When restrictions have eased, go back to a fully active lunchtime with more activities available to children.- Continue to replenish PE equipment if needed to ensure maximum usage
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					32.9%
Intent		Implementation		Impact	
For children to be more aware of the importance of physical activity and to get them as active as possible throughout their school day. Sports coaches to come in to support the running of a range of lunchtime activities for the children		<ul style="list-style-type: none">- Started the daily mile and have started a challenge called ‘Road to Tokyo’ where children as a year group have to try and reach 5938 miles using a pedometer.-		Funding Allocated: £6315	<ul style="list-style-type: none">- Children are talking non-stop about how many steps and miles they have done. The children are moving around much more during the day to increase their miles.- Allows for the children to
					Sustainability and next steps: <ul style="list-style-type: none">- Continue to do fun challenges like this throughout the year using the pedometers.- Replenish batteries if needed- Continue to work with

	<ul style="list-style-type: none"> - Agency-led activities at lunchtime for a range of children to participate in. 		further understand the importance of fair play in sport and start to understand how to assist with the running of activities.	outside agencies to support active lunchtimes.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17.6%
Intent	Implementation		Impact	
<p>Provide and uphold high quality teaching throughout PE and support staff to increase their knowledge and confidence when teaching PE.</p> <p>Staff to attend courses or training days to enhance their knowledge and confidence when teaching PE.</p>	<ul style="list-style-type: none"> - Work with sports lead to support skill development through team teaching and observations. - Make sure sports lead is up to date on expectations and requirements through attending courses/meetings. - Ensure that if class teacher has to teach PE they have access to and are using the plans provided to implement quality teaching. 	<p>Funding Allocated:</p> <p>£3372.60</p>	<ul style="list-style-type: none"> - Due to the lockdown we have not been able to attend any courses, but the impact would be that non-PE teachers would be able to gain a better understanding and knowledge of different PE activities. - Use observations as a tool to see how confident teachers are with PE and help increase their confidence doing lessons. 	<p>Sustainability and next steps:</p> <ul style="list-style-type: none"> - Set up observations and try to do one for each PE topic e.g. striking and fielding games. - See what courses are available online for teachers to attend to assist with upskilling them - Make sure feedback is given to ensure quality is sustained when not being taught by sports lead.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				29.6%	
Intent	Implementation		Impact	Sustainability and next steps:	
We wanted the children to have more of an opportunity to skip during school time allowing the Year 3 children to learn a new skill as well as adding a different activity for the rest of the school.	-	Ran a sponsored skip at school where the children had multiple skipping stations they could work their way around	Funding Allocated: £5,700	-	A lot of children learned how to skip that day, some also challenged themselves with the challenge cards that were available to them
Provide opportunity to participate in a diversity of sporting activities through PE curriculum but also clubs both school-led and agency.	-	Uphold quality of coaches, ensuring delivery of sessions are of high quality as well as being inspirational and encouraging		-	The children were excited to learn and play a new game and kept asking to play it each time. Also helps give them a better understanding of more inclusive games.
New equipment for boccia was ordered in order to give the children another new sport to learn and play	-	Did multiple sessions in PE when the key worker children were in school.		-	Continue to run events similar to this to provide more opportunities for them to skip. Maybe even add a few skipping lessons into PE lessons.
				-	Purchase more sets and use these in PE lessons to give the whole school the opportunity of learning a new game and new skills.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				13%	
Intent	Implementation		Impact	Sustainability and next steps:	
Resubscription to the PE SLA which includes competitions and sporting opportunities. Set up more friendly football/netball matches with other schools.	<ul style="list-style-type: none">- Due to lockdown there have been virtual competitions running. As part of their PE lessons a wide range of virtual competitions were entered giving the whole school an opportunity to compete for the school.- Take different groups of children out for friendly fixtures so more people feel included.	Funding Allocated: £2,500	<ul style="list-style-type: none">- The virtual challenges have been excellent because it has provided children who would not normally take part in competitions the opportunity to represent the school.	<ul style="list-style-type: none">- Continue to pay into the subscription to provide ongoing opportunities each year.- Speak to the Enfield PE team and arrange for more virtual competitions allowing the whole school to participate in some form of competitive sport.	

Signed off by	
Head Teacher:	
Date:	7.7.21
Subject Leader:	I.Bell
Date:	5.07.21
Governor:	<i>L. Desouza</i>
Date:	07.07.2021