

# 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:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,210
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,170
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,170

## Swimming Data

Please report on your Swimming Data below.

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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	%
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	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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?	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:£19,170		Date Updated:	
<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: 6.7%
Intent		Implementation		Impact	
Provide continuous opportunities for the children to access throughout the day to keep active.  Ensure equipment is up to date to ensure high quality lessons are taught.		<ul style="list-style-type: none"><li>- Active 30 videos were filmed in school for the children to do throughout the day</li><li>- Replenished football goals, bought new badminton equipment.</li><li>- Trial clubs for teams next year were run</li></ul>	£1282.4	<ul style="list-style-type: none"><li>- Children are more focussed in lessons as have a short break in the middle to do something active.</li><li>- Active lunchtimes encourage the children to participate and therefore being as active as possible.</li></ul>	<ul style="list-style-type: none"><li>- Continue to provide a wide range of opportunities for the children to be active during lunchtimes.</li><li>- Continue to replenish equipment and start to look to get different sports equipment to broaden sports.</li></ul>
<b>Key indicator 2:</b> 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	
Sports coaches to come in and support the running activities during lunchtime.  Ensure children understand the importance of physical activity both inside and outside of school.		<ul style="list-style-type: none"><li>- Children can help coaches as referees etc.</li><li>- Range of activities encouraging children to participate in a variety of sports.</li><li>- Hold a living well week each year to help promote the importance of being active and eating healthy.</li></ul>	£6315	<ul style="list-style-type: none"><li>- Encourages children to play fairly and be able to take on a role of responsibility.</li><li>- Children are encouraged all week long during living well week to be active with a range of activities not only sport related but also active maths and English lessons.</li></ul>	<ul style="list-style-type: none"><li>- Continue to make the most of living well weeks as the children really enjoy it and were inspired by the professional footballer we had.</li><li>- Continue to work with outside agencies (Sporting for Schools) to provide opportunities for the children.</li></ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				17.7%	
Intent	Implementation		Impact		
<p>Uphold the high-quality teaching throughout PE</p> <p>Support staff by helping upskill them and increase their confidence when teaching.</p>	<ul style="list-style-type: none"> <li>- More team teaching during lessons to gradually increase knowledge and confidence.</li> <li>- Make sure PE lead is able to go on CPD courses to ensure knowledge is up to date which can be passed down to other teachers.</li> <li>- Provide detailed plans for teachers to ensure quality teaching.</li> <li>- Find more access for staff to go on courses especially for harder topics like dance.</li> </ul>	£3372.60	<ul style="list-style-type: none"> <li>- Team teaching will allow the teachers to gain the skills and knowledge they need gradually to ensure they are confident when teaching on their own.</li> <li>- Ensures that the same level of PE is being taught by teachers as it is with the PE lead.</li> </ul>	<ul style="list-style-type: none"> <li>- Look online for courses to attend to facilitate their progress.</li> <li>- Utilise any CDP opportunities from the Enfield PE team.</li> </ul>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				29.7%	
Intent	Implementation		Impact		
<p>Run more after school clubs that are different from football or netball etc.</p> <p>Use outside agency (superstar sports) to provide a range of different sports and activities for the children to participate in.</p> <p>Introduce new sports into both curriculum and non-curriculum time.</p>	<ul style="list-style-type: none"> <li>- Run an after-school street dance club from an outside agency.</li> <li>- Living well week we introduced tri golf to the children and bought specialised equipment for this.</li> <li>- In after school Friday club, we used the climbing frame for Year 3's who haven't had a chance to</li> </ul>	£5700	<ul style="list-style-type: none"> <li>- Allowed a different range of children to access something they were interested in or try something new.</li> <li>- The children enjoyed learning a new sport and now they understand, more of a focus can be on tri golf in PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Look for a new outside agency to run street dance club.</li> <li>- Look to buy more specialist equipment to enhance whole school access to a range of sports.</li> <li>- Look to buy more equipment for SEND</li> </ul>	

	use it. Also introduced volleyball to them so that in PE they have more of an understanding of it.			children to use.
--	--	--	--	------------------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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>Resubscription to the PE SLA who set up competitions between local schools.</p> <p>Run more inhouse friendly competitions to</p> <p>Let children know of access routes to clubs outside of school.</p>	<ul style="list-style-type: none"> <li>- Enter as many events as manageable as well as trying to target those less active.</li> <li>- Some parts of living well week were all about friendly competition within their year groups.</li> <li>- Take children on trips to watch live sport as well as compete in it.</li> <li>- Provide parents with club opportunities for their children.</li> </ul>	£2500	<ul style="list-style-type: none"> <li>- Target the less active to encourage them to want to be more active if they can find something they enjoy doing.</li> <li>- Inspire the next generation through live sport especially the Women's Euros.</li> <li>- Had a trip to lord's cricket ground where children got to watch a match and understand the rules of cricket more as well as take part in some fun activities throughout the day.</li> <li>- Given talented children the opportunity to take their ability further than just school sport.</li> </ul>	<ul style="list-style-type: none"> <li>- Try to organise more friendlies in football and netball so they have more opportunity to play.</li> <li>- Continue to apply for free or discounted tickets for children to watch live sport such as football tennis rugby etc.</li> </ul>

Signed off by	
Head Teacher:	D.Butcher
Date:	22.7.22
Subject Leader:	I.Bell

Date:	22.7.22
-------	---------