

# 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](http://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 2021:	Areas for further improvement and baseline evidence of need:
<p><i>This year has been heavily disrupted by COVID/ Children were off school from Dec 20- Mar 21. On return to school we have had to remain in school bubbles and have not been able to participate in any whole school events.</i></p> <ul style="list-style-type: none"> <li>• Maintained 3 football teams – Year 5, Year 6 and girls from September to Dec</li> <li>• March 2021 return to school post lockdown.               <ul style="list-style-type: none"> <li>○ We noticed children had lower concentration and they were considerably less active. To boost activity we introduced daily 30-minute active sessions into every class timetables.</li> <li>○ We also reintroduced playtime into KS2 to encourage children to be more physically active in the afternoon.</li> <li>○ All children were encouraged to do daily mindfulness activities including yoga at least once a week.</li> <li>○ To encourage more physical activity we provided all of the children external providers to teach both Dance one hour a week and their PE lessons with a specialist sports coach 1 hour a week.</li> </ul> </li> <li>• Clubs have been difficult to provide this year , however as soon as restrictions allowed we reinstated:               <ul style="list-style-type: none"> <li>○ Football in bubbles for Year 5, Year 6 and the girls Year 5&amp;6</li> <li>○ Dance in bubbles Years 1&amp;2 and Years 3&amp;4 (subsidised by sports premium)</li> <li>○ Football club for Year 1 &amp; 2</li> </ul> </li> <li>• We were due to take place in the St Albans Schools football league and tournaments which were all cancelled due to COVID.</li> <li>• We were due to take place in the St Albans schools district athletics tournament which was cancelled due to COVID.</li> <li>• We were due to play in the St Albans Schools netball league which was cancelled due to COVID.</li> <li>• Baseline assessments on EYFS Physical development was 22% lower</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure there is continuity and progression in the delivery of curriculum PE and there is an engaging, broad and balanced curriculum in place</li> <li>• To ensure teachers are creative in their approach to teaching PE</li> <li>• To introduce a variety of programmes to increase the number of children active for 30 active minutes. Eg active maths/active classrooms and ensure a range of programmes are on offer. (trials active learn but was unable to purchase and begin using due to COVID 19)</li> <li>• To improve the playground area to ensure it is engaging and children have equipment to use which increases their physical activity. (playground markings KS1 – monkey bars)</li> <li>• To upskill key members of staff within the school to increase knowledge and understanding in the delivery of PE school sport and physical activity.</li> <li>• To introduce a PE kit for staff to promote PE being of high importance within our school</li> <li>• Reintroduce play leaders onto the KS1 playground – COVID permitting</li> <li>• To provide the children with gymnastics session via a specialist coach – as the children have not had gymnastics all year due to using equipment.</li> <li>• To ensure we reinstate house events and competitions – COVID permitting.</li> <li>• To provide swimming lessons for Year 6, non-swimmers, Year 3, Year 4 and Year 5.</li> <li>• Provide lunchtime sports clubs and ensure after school clubs get back up and running.</li> <li>• Reinstated scooter Fridays to encourage scooters and active play during playtimes and to encourage children to scoot to school.</li> </ul>

than the previous year (46% 2020 68% 2019). We invested in equipment such a bikes, trampolines, playdough and playdough stations to support this. Their exit data was 83% had age expected at the end of EYFS.

- Swimming lessons were offered to Year 5 and those non swimmers in Year 6. These lessons were increased from 30 mins to 45minutes to ensure the children had extra time due to disruptions with lessons through COVID. These lessons were subsidised through the sports premium budget
- We took part in walk to school week 2021
- Took part in healthy schools week 2021
- Celebrated Year 2's traditional dance achievements with a Village day celebration remaining in bubbles.
- Celebration Dance assembly for the whole school took place to celebrate the children's dance achievements this term.
- Sports day took place in bubbles to celebrate and enjoy sports across the school.
- Purchased a new outdoor gym to enhance KS2 children's playtimes and to be used in PE sessions (installed early Sept 2021)
- Worked with Saracens foundation to facilitate a summer sports camp being offered over the summer holiday s at the school.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

<b>Total amount carried forward from 2019/2020</b>	<b>£10,975.00</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£17,930.00</b>
<b>= Total to be spent by 31st July 2021</b>	<b>£28,905.00</b>

<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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 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>	86%
<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>	86%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	86%
<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>	Yes/ <b>No</b>

## 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: £28,905		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:
					%
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?:	
<ul style="list-style-type: none"> <li>To purchase equipment to increase activity at playtimes and lunchtimes. <b>To ensure children are active.</b></li> </ul>	<ul style="list-style-type: none"> <li>Equipment purchased and used to support delivery of physical activity – including a new outdoor gym (installed summer holidays 2021)</li> <li>All children have still received a full PE curriculum when they have been in school</li> </ul>		£9000	Installation end of August 2021 – no impact to report  PE lessons consistent and of	
				<b>Next Step</b> Look into training and supporting play leaders next year - once bubbles are allowed to cross.  Train MSAs to encourage children to play active games at lunch time.	

<ul style="list-style-type: none"> <li>• Purchase of equipment for outside PE to support the delivery of <b>the PE curriculum to ensure children have access to a high quality experience in PE. (this was due to bubbles and non-contaminating of equipment)</b></li> <li>• <b>Partly funded Sail (shade cover) for KS1 playground</b></li> </ul>		<p>£900</p> <p>£1900</p>	<p>high quality</p>	<p>Every class to have a termly lesson on the outdoor gym with sports coach to encourage them to be physically active.</p> <p><b>Sustainability</b> Track equipment spend and longevity and contingency with head if sports premium budget stops</p>
<ul style="list-style-type: none"> <li>• <b>Provided sports clubs through Saracens Sports</b> after school in bubbles wherever possible subsidised through the sports premium</li> <li>• To allow PPG children attending paid for clubs for free</li> </ul>	<ul style="list-style-type: none"> <li>• Dance club proved popular in both KS1 &amp; Lower KS2</li> </ul>	<p>£240</p>	<p>No pupil voice available due to COVID, however the clubs attendance resister has shown they were popular clubs</p>	<p><b>Next steps</b></p> <p>Look into what other clubs can be provided from September and try to get lunch time clubs back up and running.</p> <p>Look at how we can target the less active children to encourage them into clubs as currently it's the same children attending each club.</p> <p>Ensure a log is being added onto PE Passport app - purchase 4 new iPad minis</p> <p><b>Sustainability</b> Ensure a member of staff ( TA) takes part in lunch clubs to ensure they are upskilled in the area should money end.</p>

<p>Investigate the use of active learning as a tool to raise standards in maths and English <b>engaging children in active learning.</b></p>	<ul style="list-style-type: none"> <li>Resources purchased to include active maths and phonics for KS1 &amp; KS2 including super sonic phonics</li> </ul>	<p>£700 £176</p>	<p>KS1 86% of children passed their phonics screening which is in line with usual years despite losing time in school for COVID</p> <p>Teachers reported children are more active again post lockdown – this was all apparent at sports day when every child in the school was able to successfully run a lap around the track.</p>	<p><b>Next Steps</b> Ask for another trial in September 2021 - get feedback from staff and purchase.</p> <p><b>Sustainability</b> Ensure it's budgeted for yearly.</p>
<p>Provide a sports coach to run the school football teams and training for free.</p>	<ul style="list-style-type: none"> <li>Football team provided for Years 5 &amp; 6 and girls all in separate bubbles due to COVID by PG</li> </ul>	<p>£2700</p>	<ul style="list-style-type: none"> <li>Training took place COVID permitting however no matches and no tournaments took place.</li> </ul>	<p><b>Next Steps</b> Look at numbers next year and try to offer a football club for Years 3 &amp; 4 if possible</p> <p><b>Sustainability</b> Ensure it's budgeted for yearly.</p>
<p>To ensure Year 5 children catch up on their swimming programme and are able to swim 25m by the end of KS2.</p>	<ul style="list-style-type: none"> <li>Increased swimming lessons from 25 minutes to 45 minutes</li> </ul>	<p>£336 funded by school. Parents' contributions made up the difference</p>	<p>18/30 can swim</p>	<p><b>Next step</b> <b>Continue to swim in Year 6 – speak to Habs about sending Non swimmers to their pool for free.</b></p> <p><b>Sustainability – None needed</b></p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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"> <li>House events Captains were voted for to raise the profile of PE across the school and give children a purpose for taking part in PE lessons and competitions</li> </ul>	House captains were voted however no other events took place due to COVID 19			<p><b>Next Steps</b> Plan for house events next term - Think outside the box on how we can make this a virtual event, maybe breaking the children down into KS1 events and KS2?</p> <p><b>Sustainability</b> Free event</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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"> <li>Employment of a specialist coaches to upskill staff and deliver PE and school sport.</li> </ul>	<p>Julius employed to work alongside a teacher every week delivering one PE lesson together with a teacher.</p> <p>Saracens Dance lessons provided for every class from Sept to July Specialist movement teacher (Saracens) to teach EYFS Dance and gymnastics once a week with the class teacher.</p>	<p>£5100</p> <p>£5,500(Sept to March)</p>	<p>J1 - (evidenced through staff survey) Has given staff the confidence and importance of breaking skills down into smaller manageable chunks.</p> <p>Encourages sportsmanship, teamwork and the importance of keeping rules. He also reminds children how skills can be transferred to other sports - which are links i wouldn't have necessarily thought of.</p> <p>Dance - (evidenced through staff questionnaire)</p> <p>Watching the expert has inspired teachers to be more creative within their own teaching and allowed them to think outside the box with cross curricular links.</p> <p>Staff now feel less afraid of technical vocab linked to dance.</p> <p>Staff feel more confident to assist the children with choreography of a dance and can now easily incorporate the children's moves to a whole dance sequence.</p> <p>Through staff discussion with EYFS lead - This has given me a better understanding of how to build a progression of skills to enable 4 and 5 years to produce an end performance. I have enjoyed working with the dance teacher and in the end we were able to work on the lesson</p>	<p><b>Next Steps</b></p> <p>Await a plan for sports coaches being allowed to return to school to teach in different bubbles next year.</p> <p>Look into getting a specialist Yoga teacher into school to upskill teachers in Yoga</p> <p>Look to send a teacher on a swimming coaching certificate to enable them to assist the swim teachers in teaching the children in Y3/4 how to swim.</p> <p><b>Sustainability</b></p> <p>Ensure all teachers are present and being upskilled</p>
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<ul style="list-style-type: none"> <li>Continued use of PE passport to assist with planning and delivery of PE for Teachers</li> </ul>	Teachers to use for PE planning - Curriculum updated and monitored by PE Lead - half termly.	£499 per year	<p>Teacher feedback has said:</p> <ul style="list-style-type: none"> <li>Passport is great at breaking down the objective/ lesson into simple manageable steps.</li> <li>KS2 sometimes there is too much to fit into a lesson, therefore not the whole lesson is completed and teachers feel they then have to move on.</li> </ul>	<p><b>Next Step</b> Feedback from EYFS lead was PE passport is not pitched at the correct level against ELG - EYFS like to plan on a thematic and use formative assessment to address children PD progress and PE passport does not allow for this. EYFS to continue using their own form of planning.</p> <p>Would be good to have some training on other features of the passport - i.e. to assist with report writing</p> <p>Look into planning a lesson to be taught over the whole week - i.e. one lesson for the skill taught by a sports coach - and then teach the game situation on their day to ensure children are mastering the skills and having time to play the game.</p> <p><b>Sustainability</b> Ensure Budget is set within the yearly budget</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Additional achievements:  Due to COVID restrictions we have not had any one in and we have not been out to any sporting events				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
We pay to enter the sports games funding which will increase participation in sports however this has not been possible to achieve this year.		£250	None due to Covid	
To enter local schools football league for 3 teams	To ensure children participate in football tournaments	£30	None due to Covid	

Signed off by	
Head Teacher:	Mrs C Rowe
Date:	21.7.21
Subject Leader:	K Barnes
Date:	21.7.21
Governor:	N Parkins
Date:	21.7.21