



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



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

Please visit 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 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 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Due to the disruption caused by the Covid-19 epidemic many activities that were previously planned did not go ahead this academic year resulting in many changes as to the allocation of PE spending throughout the school. We wanted to ensure that we were looking after the pupil's physical health as well as mental health as it has been reported that many children have been suffering as a result of what has happened this year.</p> <ul style="list-style-type: none"> • The provision of the new playground and PE lesson equipment and resources has allowed all children to access individual items without the need to share and to avoid cross contamination. The school has continued to stay open for keyworker and vulnerable children initially and then when pupils returned to Nursery, Reception, Year 1 & Year 6. This has resulted in increased participation of activities especially during breaks and lunchtime. Pupils have been more active and happier during lessons throughout the day and have been observed as more active when accessing equipment independently during breaktimes. • Pupils have been participating in many outside activities using new resources to support mental health and wellbeing • Supporting all pupils through home learning activities to engage them both mentally and physically. • School Sports Partnership- pupils continued to participate in a variety of activities through sporting festivals and competitive tournaments before the main lockdown. Since then pupils have participated in virtual sporting activities through the sports games organisers, allowing their results to be collated and used in a variety of inter-school competitions. 	<p>The future of the Sport Premium is uncertain now, therefore much of the spending has been based on how we can provide resources that will support not only the pupils but also the teachers providing the lessons and activities, especially if this funding is ever stopped.</p> <p>What we must ensure we do is-</p> <ul style="list-style-type: none"> • Look at how the health and wellbeing of all pupils is being addressed and to establish what is needed to support this especially after so many pupils being out of school for so long • To ensure we provide an active curriculum to enable pupils to stay fit and healthy and have access to a range of sporting activities through PE lessons and breaktimes • Enable all staff to have access to PE courses (possibly online/virtual) to support any areas where they are not so confident when teaching. • To look at how we can receive CPD and coaching sessions for staff and pupils without the need for people to come on site in line with government guidance

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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: 2019/2020		Total fund allocated: £17,760.00		Date Updated: 4 th July 2020	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					26.5%
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?:	
The purchase of a wide variety of play equipment to be used by the whole school during morning & lunchtime playtimes as well as for the use of Breakfast, After School & Holiday Club. This is now more essential that we have enough equipment as pupils should not be sharing equipment due to the current epidemic.	Establish which equipment is needed through observation of current use and through sports forums and discussions with SLT, teachers and teaching assistants. We must take into consideration the needs of pupils in different cohorts too. Establish costings and order new equipment.		£3873.29	Pupils are more active during break and lunchtimes, independently accessing the large variety of equipment made available to them. The pupils are happier and more relaxed and return to class ready to learn.	
5 A- Day- TV- interactive dance and relaxation routines to enable pupils to participate in regular active sessions during the day.	Re-new subscription for whole school and ensure all staff members have the relevant logins and understanding of the website. Monitor participation across the school through forums and staff meetings		£252.00	Pupils are active during the day and the routines ensure that they are focused when learning or in a relaxed state of mind dependent on the routines accessed. Pupils enjoy the routines and make independent choices when accessing.	
Teach Active- Online activities that combine PE and maths enabling pupils to stay active during lessons.	Create accounts for all new staff members - Introduce activities into the weekly		£545.00	Pupils continue to enjoy the learning and are actively participating in maths lessons developing their	
					Check that equipment is safe, continue to monitor the use, availability and need. Future forums to establish if there are other activities/ equipment that the children would like to see introduced or purchased
					Subscription to run for a year, staff happy with the routines May need to look at an alternative for the pupils in Key stage 2 to keep them engaged.
					Staff can access lesson plans, resources and ideas at own leisure and can adapt when necessary to

Participation in the Daily Mile	timetables by downloading and preparing relevant resources and lesson plans Monitor participation of classes	FREE	knowledge and understanding through fun games Staff have noted that pupil's level of participation and fitness have increased with pupils developing their ability to run for longer periods of time.	support the learning of their current cohort Subscription can be renewed annually As this continues to be free to participate and all classes are timetabling into the daily activities this should continue to be an ongoing activity as it was found that pupils were usually still keen to participate even when the weather was not good.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11%
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:
To continue to provide a wide variety of equipment that challenge and support the pupils physical and mental health and well being	Establish a list of equipment needed to provide for the activities we would like to offer Discuss with PE coaches and class teachers what activities they will be delivering and what equipment they would like to include Order all equipment	£1955.59	The purchase of new equipment has produced a stimulating physical education environment and has enabled higher quality lessons using a wider range of resources. *Following the pandemic teachers have been able to continue to deliver PE lessons due to the children having access to all the equipment we have. Following a discussion with our PE coach and a teacher in the lower end of the school it was felt that if the pupils could develop early skills for throwing and eye hand co-ordination this would support them	Store all equipment correctly and safely ensure that all staff are aware of any new equipment following an equipment audit. Ask children if they have any preferences as to when and what equipment should be used through PE forum. Meet with staff to discuss how they are using the equipment and how they have supported lesson content and delivery. *This will all follow government

		<p>further up the school as they build on the skills. This was particularly linked to netball/basketball and badminton. Equipment for the younger pupils that was purchased included basketball hoops at a lower height and badminton accessories that supported hitting and catching larger shuttlecocks. I will meet with staff next term to see how they have supported PE lessons. Several of the purchases were linked to resources that demonstrated how to carry out yoga poses, exercises and gymnastic actions. If we are unable to have coaches in lessons, then teachers can use these confidently to support the delivery of these activities.</p>	<p>guidance and school risk assessments</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34%
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>*Please note this is also linked to Key Indicator 5 as the partnership support the participation in competitive games both in school and against others in the partnership</p> <p>To work with local coaches, take part in festivals and competitions with other schools and upskill staff in the delivery of Physical Education</p>	<p>The North East Herts School Sports Partnership (SSP) has provided our pupils with coaching in a variety of sports. They have developed their games skills and have had the opportunities to put their newly acquired skills into practice through inter and intra competitions and festivals.</p> <p>Staff attended these coaching sessions with the pupils, to continue their professional development through developing their own knowledge of how to teach these sports.</p> <p>The PE coordinator has attended SSP leadership days and meetings, allowing for continual development of current guidance and new initiatives.</p>	£1500.00	<p>Pupils have become active members in the local community network through competition and festivals.</p> <p>Pupils have increased their skills and knowledge in a wider range of sports.</p> <p>Pupils will have higher quality PE lessons due to school staff CPD. Myself and the Netball club teacher attended a CPD course for netball from which we took away several new games and drills to support the skills of playing netball.</p> <p>I also attended a CPD for handball but unfortunately have been unable to deliver this but will look at this during the next academic year.</p> <p>Unfortunately, due to the epidemic many sports meetings had to be cancelled, however the partnership continued to support activities virtually passing on details of competitions and collating scores passed on by myself. This not only happened in school but also at home where children participated as part of</p>	<p>Staff are more confident and knowledgeable in teaching higher quality PE lessons. We will continue SSP coaching to further increase staff PE skills.</p> <p>We have a link with other local schools to continue inter school festivals and competitions. The SSP will continue to assist in the organisation of these events.</p> <p>We have agreed to continue in the partnership and it has been suggested that this may continue, as it has during the summer term, in a virtual manner with the delivery of competitions in school and scores collated by the SGO.</p>

<p>Attend the Hertfordshire PE Conference to learn how we can develop the PE lessons and activities we provide within the school</p> <p>To deliver lessons that include demonstrations from online coaching or through virtual lessons, power points and viewing videos of progress pupils have made and showcasing their abilities using the overhead projector and whiteboard in the hall. Unfortunately, we need to replace the projector in the hall as it is no longer working.</p> <p>That all staff are first aid trained to ensure PE lessons can go ahead safely. We will need all staff to be trained as staff should not be crossing bubbles under government guidance.</p>	<p>Myself and a Key Stage 2 Teacher attended the conference attending lectures and activity based seminars including a Deep Dive into PE, Playground Games and Outdoor Activities linking in with our outdoor learning.</p> <p>We have contacted various companies for quotes and a local company will be replacing the unit and providing some free software within the package deal.</p> <p>Contact first aid company to confirm date for training during staff Inset.</p>	<p>£174.30</p> <p>£3,447.36</p> <p>£1000</p>	<p>their home schooling and results and photos were shared on our school Twitter account. In a recent Pentathlon activity, we were incredibly pleased to come 3rd within our local area.</p> <p>This supported part of the selection of new play equipment for breaktimes to ensure that pupils are active and healthy and how staff can support these activities with the play leaders. However much of the play leader activities was put on hold due to the pandemic outbreak.</p> <p>The work will be carried out during the summer break for all children to benefit from during the new academic year.</p> <p>The training is due to take place shortly and we hope that the impact will be that pupils can participate in lessons supported by staff who are trained in first aid should the need arise.</p>	<p>To use the information we received relating to deep-dives into PE to ensure we are delivering quality PE to all pupils and addressing the individual needs of each new cohort.</p> <p>Ensure we are using the equipment to its full potential.</p> <p>Staff will be trained for the next three years. This will mean all staff are first aid trained should the need for first aid occur during PE lessons and possible PE competitions at different venues.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
To continue the 'outdoor learning' approach across the whole curriculum incorporating an increased participation to active learning outside whatever the weather. Purchase of gazebos that can be used to ensure children can be outside be it rain or shine. Clipboards for each pupil to be used to record scores and activities during PE lessons.	Decide on how many gazebos will be needed and what deals companies can offer. Establish how many clip boards will be needed.	£2121.94	Pupils are now outside and active for longer periods of the day. Children are having more fun as they have the freedom of the outdoors within the safety of the school environment. Children appear happier and engaged too. Following the pandemic outbreak this have been invaluable to allow pupils to engage with the outside environment especially as so many of them had been inside for so long during the period of lockdown. The need to share equipment is lessened keeping more people healthy.	These will continue to be used to support outdoor learning as well as PE events where the need for shelter and or shade supports the event, for example shelter during a wet cross country event when pupils are not directly participating and shade during sports day!
Weekly PE sessions with a sports coach- (Linked to Key indicator 3)- children have had the opportunity to access a variety of different sporting activities during the summer term. This has also allowed staff to observe and participate too, developing their skills for teaching and delivering a more varied PE curriculum.	Discuss with pupils during sport forums what activities they might like to participate in Discuss PE timetable with staff establish which sporting activities could be delivered and support with the purchase of necessary equipment and resources.	£925.00	Children are enjoying a varied PE timetable delivered confidently by staff. This is also preparing the children when participating in inter school competitions within the SSP.	Review the PE lesson content to ensure it matches each cohort and addresses the needs of the pupils. Whilst our PE coach is a member of staff we will need to see if they can continue to deliver the lessons or if we could do some activities through the use of pre-recorded lessons or power points using the new projector.

<p>The delivery of 'Change it up Club', netball & football clubs to ensure all children have access to sporting activities within club sessions during the school day and after school.</p>	<p>Check availability of staff/ coaches for the club and work out a timetable for sessions so they do not all happen on the same day.</p>	<p>£500.00</p>	<p>I have been able to offer a club for children in Year 1 & Year2 & Year's 3/4/5/6. It has been well received not only by the pupils but also parents. Monitoring of attendance shows that pupils are attending across a variety of the clubs and there are pupils attending the Change it up Club who may sometimes struggle with PE and also do not have access to these clubs out of school.</p>	<p>It is hoped that clubs will be able to continue during the new academic year, where staff are available, but more importantly in line with new government guidance when all pupils return to school in September.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
See Key Indicator 3				

Signed off by	
Head Teacher:	Mrs Julia Pearce
Date:	26.07.2020
Subject Leader:	Miss Ella Chapman
Date:	26.07.2020
Governor:	Mr Gary Pearce
Date:	26.07.2020