

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 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 2022. To see an example of how to complete the table please click [HERE](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£nil
Total amount allocated for 2020/21	£ 19053
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ nil
Total amount allocated for 2021/22	£ 18964
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 18964

Swimming Data

Please report on your Swimming Data below.

<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 then 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 2020.</p> <p>Please see note above</p>	Not complete due to Covid
<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>	Not complete due to Covid
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Not complete due to Covid
<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>	Children with SEND attended Waverly swimming pool for lessons

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: 2021/22		Total fund allocated: £18964 School additional allocation: £47221		Date Updated: July 2022	
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: 100%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To ensure all children take part in physical activity by timetabling different classes to work with the Sports leaders every lunch time.		<ul style="list-style-type: none"> Work with the well-being lead and sports leaders to target children who would benefit from extra physical activity, such as children who do not access any extra sports clubs and children who may need extra sports because of behavioural or emotional needs. Compile a register of the children who attend. Develop the use of resources we have for play time and lunch time 		£16,186 lunchtime staffing £1,089 PE resources including playtime and lunchtime £31,825 PE teacher salary	
				<ul style="list-style-type: none"> Sports leaders at lunch time and play time have a positive impact on the children's behaviour, learning and knowledge of sports One Sports leader in the MUGA working with a different year group each day supporting and encouraging the children to get involved with the sports activities. Children enjoy having the Sports Leaders. Pupil Voice: <i>"We like having sports leaders – they play games with us like football and what's the time Mr Wolf."</i> Children are engaged in a range of activities. Sports leaders ensure that there are different sports set up each day to 	
				<ul style="list-style-type: none"> Reintroduce a morning fit club with the well-being lead, targeting children who are not confident to participate in physical activities or need emotional or behavioural support where exercise would benefit them. Introduce Year 5 and 6 sports ambassadors to support Sports Leaders in the provision of additional games and activities. Regular quality assurance will measure impact. 	

			<p>encourage participation. The children have cited that they play a wide variety of games, for example “ping pong, football, netball, volleyball, playing with hoola hoops and frisbees, basketball”</p> <ul style="list-style-type: none"> • Children have resources to use at lunch time. These include table tennis tables, bats and balls. They are easily accessible for the children to use. • The impact of having these resources, are that the children have more to do, and they are more active, and this engagement supports positive behaviour. 	
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Key indicator 2: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 100%
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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:
To ensure that all KS1 teachers are confident in teaching gymnastics and dance.	<ul style="list-style-type: none"> • More CPD for staff. • Top Sportsability training • Ofsted PE training for PE leader • Quality assure the delivery of the PE curriculum 	HEP CPD – free of charge	<ul style="list-style-type: none"> • Pupils with SEND are receiving specialised and more inclusive lessons. Teacher voice: “Training was really good – Niamh really knows her stuff about inclusion, the content was definitely appropriate for the ASD unit but would definitely support all of mainstream.” • PE lead attended Ofsted framework training. 	<ul style="list-style-type: none"> • To offer a range of opportunities to teachers if the need arises. • Send out questionnaires • To share staff expertise and model quality PE lessons.

			<p>“guaranteed progression in PE across the school. This will have a positive impact on the teachers and the pupils because there will be clear planning documents in place that support the teachers in the PE lessons. It has given me actions that I will need to carry out over the coming year such as knowing the priorities for PE, obtaining the swim progression maps from our swimming provider, promoting PE across the school more, supporting teachers in teaching the indoor PE curriculum so that they have the confidence to do it effectively.”</p>	
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Key indicator 3: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				100%
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 increase the range of clubs offered.	<ul style="list-style-type: none"> • Timetable daily afterschool clubs. • Termly surveys asking what sports clubs the children would like to participate in. • Refer to the Enfield PE Events calendar and enter the school in leagues and matches. 	£4,998 squad training staffing	<ul style="list-style-type: none"> • Sports coaches deliver a variety of sports clubs after school. • Increased profile of sports by hosting friendly matches and squads attending borough leagues. • Children have experienced 	<ul style="list-style-type: none"> • Increase participation to events organised by the Enfield PE team to broaden experience of different sports. • Rotate the different clubs so that children experience a variety of

	<ul style="list-style-type: none"> To ensure that different children are being targeted to join in lunch time and play time 		<p>more clubs such as rounders, football, netball, rugby, athletics and multi sports.</p> <ul style="list-style-type: none"> Broader range of providers including dance club. 	<p>sports. Pupil surveys have indicated that children would like basketball, tennis, volleyball, table tennis and badminton clubs.</p> <ul style="list-style-type: none"> Use the clubs to train the children in different sports. Membership to Enfield PE to continue.
Apply for the School Game Mark Award	<ul style="list-style-type: none"> Quality assure PE and sport in school. Work with alongside Sally Porter (Enfield PE team Lead Deputy) to undertake self-review. 	TlR2b - £4788	<ul style="list-style-type: none"> Successfully reviewed and evaluated the quality of PE and Sport in school. Achieved the Silver Award. PE leader has gained an understanding of how to achieve Gold next year. 	<ul style="list-style-type: none"> Clear areas for development identified; these areas will be addressed over the next three years.

Key indicator 4: Increased participation in competitive sport

Percentage of total allocation:
100%

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 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 do now? What has changed?
To enter the children into the football and netball leagues run by the PE Enfield Team.	<ul style="list-style-type: none"> Broaden range of afterschool clubs for squad training. Squads to be entered for leagues and matches. Sports coaches and a member of staff to attend all matches. 	£2,035 LBE PE SLA (INCL FIXTURES ETC)	<ul style="list-style-type: none"> Children have entered the football and netball competitions this year as well as hosting friendly matches. The impact of this is that they understand, participate and enjoy competing against
			<ul style="list-style-type: none"> To organise more trips to events organised by the Enfield PE team so that children can take part a broader range of events in the borough.

			<p>squads within the borough.</p> <p>“It is enjoyable, playing other schools. It help us to progress further with matches, they test our skills, and then we go back to school and learn more skills.”</p> <p>“I like playing other schools, I feel excited and confident.”</p>	
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<p>Key indicator 5: raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim.</p>				<p>Percentage of total allocation:</p> <p>100%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Ensure all Year 5 children access swimming lessons.</p>	<ul style="list-style-type: none"> • Liaise with Michelle Leach (Enfield lead swimming instructor) to agree timetable. • Organise additional adults to accompany class teachers. • Ensure appropriate provision available for children with SEND. • Liaise with Suzie Ashworth to ensure children working within our ARP are planned for including additional one-to-one adult support. • Liaise with Amanda Macmurdie to secure coaches. • Support teaching staff to carry out the swimming safety 	<p>Swimming cost £5,009</p> <p>£255 transport and pool for SEND</p>	<ul style="list-style-type: none"> • Swimming data (disruptions due to Covid) • Swimming offered to all Year 5 children. 	<ul style="list-style-type: none"> • Continue with swimming for next Year 5 cohort.

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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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