

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 2020/21	£0
Total amount allocated for 2021/22	£18,400
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2021/22	£18,400
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,400

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 2022.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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: 2021/22		Total fund allocated: £18,400	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: 47% (£8,700)
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:
Develop lunchtime activity, introducing a variety of sporting activity that focus on developing both team-building and competitive play.	<ul style="list-style-type: none"> -Sports Coach to train LTS supervisors on activities to be carried out using a range of equipment -Sports Coach to facilitate activity and provide feedback where necessary -Survey children's enjoyment and engagement with activities 	£2500 to purchase a wider range of lunchtime materials	<p>Sports Coach feedback indicates that at least 75% of LTS are effectively providing stimulating activities using equipment and training provided</p> <p>All LTS pass their Performance Management Objective linked to providing activities within classes as organised by Sports coach</p> <p>At least 80% of pupils showed engagement and enjoyment in the activities provided</p>	-Continue to promote lunchtime activities, monitored by the Sports Coach
Continue to promote 'Walk to School' Travel Tracker (in line with 'Modeshift Stars' initiative)	<p>Re-introduce 'Walk to School' initiative</p> <p>Ensure Sports Coach is completing the tracker daily</p>	N/A	<p>An increase of 14% of children walking to school regularly from AU2 to SU2</p> <p>We also held a 'Scoot to School' week, which saw a number of</p>	-Hold another 'Scoot to School' week as the children enjoyed the experience

	Promote regularly during PE lessons Ensure badges for monthly walking are delivered to individuals		children 'scooting' to school.	
Develop Year 2 pupils in leadership roles, supporting PE development across EYFS	-Play Leaders to work closely with PE Lead and Sports Coach to clarify roles and responsibilities. -Lunch time play to be organised so that Play Leaders can be actively involved in leading session -Survey classes for appropriateness of support provided by Play Leaders	£700	Feedback from LTS indicated that Play Leaders were effective in their role Class surveys indicate that the Play Leaders did an effective job	-Continue utilising Play Leaders to support EYFS pupils.
Provide opportunities for targeted support for those children disengaged or who require intervention	-Identify disengaged pupils through lessons taught during Autumn Term. -During lessons, and in an additional lesson, staff in the lesson to support and provide appropriate smaller step activities to enable success -Carry out baseline assessment against engagement and ability at start and end of intervention -Analyse improvements made over time	£2500	80% of identified pupils at the start of the year met the ELG for Physical Development	-Investigate Kingsbury Buy-Back offer of small-group interventions
Develop outdoor learning opportunities	-Audit equipment needs to identify whether current provision is suitable, and identify what new equipment might be required -Re-organise playground space to enable EYFS to have access to a bigger space -KS1 staff to plan in opportunities for 'Big Toy' activity across the year, especially for those who did not meet the ELG in Physical Development in Year 1	£3000 for new resources	EYFS have an increased space for gross motor development Year 1 have access to 'Big Toy' sessions once a month, on a rotation basis New equipment has been purchased to facilitate provision	-Provide opportunities for Year 2 with poor gross motor skills to access 'Big Toys'

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6% (£1,070)
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:
The profile of PE and Sport to be raised through children being supported, guided and well-taught by confident and knowledgeable staff	<ul style="list-style-type: none"> -Leader to continue to work with PE coach to review and develop planning which is personalised to the needs of the children. -Leader to carry out audit with Sports Coach and ensure long-term planning continues to be linked to 5 key curriculum indicators – physical skills, health and fitness, co-operate and collaborate, creativity and resilience. -Leader to support Sports Coach to develop short and medium term plan. 	£70	<p>Children have a broad range of experiences across the school year.</p> <p>Planning is being followed appropriately so that skills are being developed across the school.</p> <p>Planning is adapted to meet the needs of the individual pupils.</p>	-Add PE noticeboard to the school's website.
Implement a subject monitoring system which will track the performance, children's development and attainment.	-Sports Coach to complete termly tracking of PE to inform reports and to help with identifying next steps for individual pupils not at the expected level.	N/A	<p>Monitoring of data with sports coach.</p> <p>Discussions with PE Lead held and Sports Coach to consider interventions to help 'close the gap' in learning.</p> <p>An increase of 12% of children at the expected level for PE at end of academic year 2021-2022 compared to the previous year.</p>	<p>-Continue to monitor data</p> <p>-Continue with discussions linked to provision and intervention</p>

Certificates of participation in competitions, festivals and events are displayed in school on the PE board, shared in whole-school assemblies, raising the profile of PE and Sport and celebration pupil's participation.	-All certificates shared on school Class Dojo account -Certificates presented at weekly celebration assembly	N/A	Pupils are proud of their achievements. Pupils inspired and motivated to take part in sport and activities. Parents are proud of their children's participation in events.	-Provide opportunities for parents/carers to share in successes by inviting them into assemblies.
Update PE policy and link to whole school plan, raising the profile of PE and Sport and ensuring pupils get a range of opportunities to be active, healthy learners	-Update PE Policy and share with teaching staff and Governors	N/A	PE Policy updated January 2022, shared with staff at Staff Meeting, and Governors at meetings held in January 2022.	-Review policy January 2024.
Review school day to build more physical activity throughout the school day, enabling all pupils to be active for a minimum of 30 minutes every day	-Identify online tools that can be easily accessed by staff -Liaise with Lunchtime staff to actively encourage movement at lunchtimes, especially for those known to them who often don't actively move -Provide incentives (stickers, small prizes) for children to receive if they show that they are being more active than previously.	£500 to purchase online tools to facilitate £500 for incentives	Feedback from Lunchtime staff indicated that there had been an increase of children being active during lunchtimes. Usage of online tools has been monitored and there has been a 32% increase in use from Autumn Term to Summer Term.	-Introduce 'Daily Mile' into daily Breakfast Club activity

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9% (£1,600)
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:

Develop the knowledge of the Sports Coach so that standards are raised in PE and Sport	<ul style="list-style-type: none"> -Sports Coach to attend ongoing training as organised by Kingsbury -Sports Coach to maintain portfolio as required by Kingsbury -Sports Coach to liaise regularly with PE Lead to share progress -Lesson observations carried out by PE Lead/PE Governor will indicate that teaching is at least good 	£1600 for Kingsbury training support	<p>Observations of provision saw 100% of lessons at 'good' standard.</p> <p>PE Lead can confidently articulate the improvements that have been made by the Sports Coach over the year</p>	<ul style="list-style-type: none"> -Continue to attend Kingsbury training -Support development of new PE Lead
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24% (£4,400)
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:
Book a range of competitions and after school clubs for different pupils to enjoy participating in throughout the year	<ul style="list-style-type: none"> -Look at competition calendar and book events to do within school -Arrange transport and cover Organise training sessions/club -Attend event -Celebrate participation 	£300 transport budget	<p>Children participated in 4 competitions, winning 1 and coming 2nd in another.</p> <p>The school came 3rd overall in the league.</p> <p>Clubs that ran were linked more successfully to the competitions taking place.</p> <p>Successes were celebrated during whole-school assemblies.</p>	<ul style="list-style-type: none"> -Link with other, more local schools to develop a calendar of competitions -Continue to participate in as many Kingsbury competitions as we can

Provide a range of extra-curricular activities to enhance school provision with a physical focus	-Liaise with extra-curricular providers in the locality to offer 'taster' sessions in school, leading to increased sign-up to their provision	£2000 for kick-boxing subsidy	<p>Children have been introduced to Active Scouts provision and kick-boxing, both with local provision.</p> <p>The school's children were provided with a bespoke kick-boxing Summer School for 3 weeks during the Summer holiday, subsidised through Sport Premium money.</p>	<p>-Post information leaflets to parents on Class Dojo.</p> <p>-Continue positive relationship with kick-boxing provider</p>
Provide a range of lunchtime and after school clubs to increase levels of participation and activity	<p>PE coach and lunchtime supervisor to deliver lunchtime and after school clubs.</p> <p>Develop the role of Play Leaders (Year 2) who are available to support play in EYFS.</p>	£500 for Play Leader training and resources	<p>Clubs ran throughout the year, each evening, from Monday to Thursday. Each Half-Term, different activities were included in the club provision, offering a range.</p> <p>Play Leaders were trained during Spring 2nd, and supported EYFS play during the Summer Term. Feedback from staff indicated that the pupils were successfully leading safe and stimulating activities.</p> <p>Research project after-school clubs were led by teaching staff in Summer 2nd, a number of which linked to physical activity and its correlation to learning. Each project provided an evaluation to show the impact of the provision.</p>	<p>-Lunch time supervisors will continue to provide lunchtime sports activities for play leaders to deliver.</p> <p>-Discuss with teaching staff the opportunity to run a club linked to an area of interest for them.</p>

Engage with successful athletes to inspire pupils	<p>Participate in Commonwealth Connections project, with activities linked to previous Commonwealth Games athletes</p> <p>Participate in celebratory Mela led by successful athletes, and including activities that link to the Commonwealth Games</p>	£1,600 to be involved in Commonwealth Connections project	<p>12 Changemakers enjoyed experiences with Commonwealth Games athletes, and then shared activities within Year 2.</p> <p>90 children attended the Mela and participated in over 20 activities linked to Commonwealth Games.</p>	-Access opportunities linked to the World Cup
Learn activities and skills from different countries and cultures	<p>Link with a school in India to share sporting experiences from each culture.</p> <p>Children to learn traditional games.</p> <p>Changemakers to teach younger children how to play traditional cultural games as part of an after-school club.</p> <p>Share learnt skills with parents/carers.</p>		<p>30 EYFS pupils learnt a hybrid Indian/Street dance, which was then performed at the Mela, and as part of the Dance Festival; the children won 1st prize.</p> <p>Changemakers led a 4-week after-school club to 30 EYFS pupils.</p> <p>78% of pupils participating in the club had parent/carer attendance at the celebratory event.</p>	-Continue link with Mwembe school to develop sporting activities

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14% (£2630)
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 explore and increase opportunities for children to take part in competitions	Establish opportunities for inter year group competitions and then, when appropriate, take part in Kingsbury Schools games programme of events	£300 for the hire of the minibuses	Children participated in 4 competitions, winning 1 and coming 2 nd in another. The school came 3 rd overall in the league.	<ul style="list-style-type: none"> - Release staff to accompany teams so that more than one team can be entered - Ensure coaches booked for each event throughout year - Build up relationships with other schools to be able to borrow minibuses more readily - Link with other, more local schools to develop a calendar of competitions - Ensure that after-school clubs have a competitive element, and link in with competitions taking place at Kingsbury so that the children have more chance of winning
Increase in intra-competitions during PE lessons and lunchtimes.	PE coach to organise personal challenges and competitions as part of lunchtime activities. Sports Day & Football Day (in line with Girls Football national promotion	£1600 Sports Coach wages due to focus at lunchtime £470 on equipment for Sports Day	Daily challenges/competitions are taking place in the playground at lunchtime. Sports Days were successful, attended by parents/carers. Football Day saw all Year 1 pupils participate in a Round Robin	<ul style="list-style-type: none"> - Lunch time supervisors to organise personal challenges. - Teachers to host competitions during PE lessons after teaching a unit. - Whole school football competition linked to the World Cup in November/December

		£120 on medals for the Football Day as incentive		
Provide opportunities for children with specific needs to be active participants in competitive sport.	Participate in Inclusion Festivals delivered by Kingsbury. Utilise additional adult in lessons to support children who need it in order for them to be able to participate in competitive activity	£140 for transport N/A	Children attended 2 festivals across the academic year. Activities that were covered in the festival were transferred back at school so that those children who had exposure to the activities were confident and competent. Currently, 86% of pupils are at the expected level or better in PE.	-Continue to attend Inclusion Festivals provided by Kingsbury -Continue to utilise additional adult in lessons to support inclusivity.

Signed off by	
Head Teacher:	Rob Meadows
Date:	July 2022
Subject Leader:	Rob Meadows
Date:	July 2022
Governor:	Haroon Akhtar
Date:	July 2022