

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,400
How much (if any) do you intend to carry over from this total fund into 2021/22?	£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 2020.</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: 2020/21		Total fund allocated: £18,400	Date Updated: July 2021	
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: 51% (£9,500)
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"> 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 cricket equipment and the parachute Timetable opportunities for each bubble to access these activities each week Sports Coach to facilitate activity and provide feedback where necessary Survey children's enjoyment and engagement with activities 	£2700	<ul style="list-style-type: none"> Sports Coach feedback indicates that at least 75% of LTS are effectively providing stimulating activities using equipment and training provided All LTS pass their Performance Management Objective linked to providing activities within bubbles as organised by Sports coach At least 80% of pupils showed engagement and enjoyment in the activities provided 	<ul style="list-style-type: none"> Develop a further 2 activities that LTS can utilise during lunchtimes on a rolling programme of development

<ul style="list-style-type: none"> Promote 'Walk to School' Travel Tracker (in line with 'Modeshift Stars' initiative) 	<ul style="list-style-type: none"> Re-introduce 'Walk to School' initiative Ensure colleagues are completing the tracker daily Promote regularly during PE lessons and virtual assemblies Ensure badges for monthly walking are delivered to individuals 	N/A	<ul style="list-style-type: none"> An increase of at least 10% of children walking to school regularly from AU2 to SU2 	<ul style="list-style-type: none"> Examine alternative ways to travel to school (such as scooters – opportunity to provide a scooter shelter?)
<ul style="list-style-type: none"> Develop Jog/Walk a Mile opportunities across the school year 	<ul style="list-style-type: none"> Timetable a termly 'Jog/Walk a Mile' opportunity for each class Organise Risk Assessments and staffing to ensure health and safety aspects have been considered Invite parents/carers to join their child with activity Ensure mile has been measured and clearly indicated to staff Brief classroom staff on logistics of activity prior to launch. 	N/A	<ul style="list-style-type: none"> All classes started the 'Jog/Walk a Mile' twice from SP2 to SU2. 	<ul style="list-style-type: none"> Develop Jogging Club for keen joggers identified in Y1 Have at least 50% parents/carers participate in the event
<ul style="list-style-type: none"> Develop Year 2 pupils in leadership roles, supporting PE development across Year 1 & EYFS 	<ul style="list-style-type: none"> Sports Councillors to work closely with PE Lead and Sports Coach to clarify roles and responsibilities. In house competitions to be organised across the whole year Lunch time play to be organised so that Sports Councillors can be actively involved in leading session 	£700	<ul style="list-style-type: none"> Feedback from LTS indicated that Sports Councillors were effective in their role Class surveys indicate that the Sports Councillors did an effective job 	<ul style="list-style-type: none"> Develop PE provision further through the information gathered from Sports Councillors meeting with classes

	<ul style="list-style-type: none"> Survey classes and feedback in PE meeting held every 4 weeks. 			
<ul style="list-style-type: none"> Provide opportunities for targeted support for those children disengaged 	<ul style="list-style-type: none"> Identify disengaged pupils through lessons taught during Autumn Term. During Break Times, Sports Coach to support disengaged pupils 1xper week, each bubble allocated a separate day. Carry out baseline assessment against engagement and ability at start and end of intervention Analyse improvements made over time 	£2500	<ul style="list-style-type: none"> All children participating have shown improvement from baseline to end result 	<ul style="list-style-type: none"> Identify alternative provision, potentially using 'catch-up' funding if disengagement also links with core learning
<ul style="list-style-type: none"> Develop Inclusion events for children who are less able physically 	<ul style="list-style-type: none"> Liaise with Inclusion Manager in order to identify SEND pupils who have to have a differentiated curriculum. Organise for half-termly sessions to take place where children access a wider variety of activities If possible, encourage parental engagement Gather feedback from stakeholders as to the success of the Inclusion events Provide 'play at home' packs for pupils so that they can access similar activities at home 	£600	<ul style="list-style-type: none"> At least 80% of stakeholders (pupils and parents) agreed that the sessions were useful At least 60% of parents indicated that they used the activity packs at home, and that this has developed their child's skills 	<ul style="list-style-type: none"> Introduce sessions in EYFS Unit from Oct Half Term onwards, with more regular investment from parents.

<ul style="list-style-type: none"> Pupils to develop collaborative skills / co-operation and leadership by: <ul style="list-style-type: none"> developing responsibility initially for equipment extending to developing skills and qualities to become play leaders at play and lunchtimes developing capacity of lunchtime team to offer a wider range of physical activities at play and lunchtimes increased opportunity for pupils to use a range of fixed equipment on a rota basis as part of their play and lunch provision 	<ul style="list-style-type: none"> Training in specific skills and games e.g. parachute games / use of trim trail and corresponding accessible planning cards Renovation and re-build of trim trail 	£2000	<ul style="list-style-type: none"> More interaction within games in the playground Increased participation at playtimes and lunch times Children have acquired motor skills through co ordination Team building 	<ul style="list-style-type: none"> Buy and replenish new PE equipment Audit safety of equipment
<ul style="list-style-type: none"> The school to introduce various programmes to actively engage learners during core subjects e.g. 'Super Movers', 'Go Noodle' 'Active lesson breaks' 	<p>PE Subject Leader is monitoring and ensuring 'Super Movers' or 'Go Noodle' are used at least 3 times a week.</p> <p>Renovation and re-build of PE subject leader to introduce and ensure implementation of active lesson breaks using free resources. Document created for teachers to easily access links and add to as working document.</p>	N/A	<ul style="list-style-type: none"> More physical activity built into the school day for all pupils. Improved concentration reported by class teachers. Physical activity timetable adhered to in classrooms. Lunchtimes have structured activities. 	<ul style="list-style-type: none"> Staff equipped with knowledge and resources to continue to build on opportunities for children to exhibit short bursts of physical activity throughout the day.

<ul style="list-style-type: none"> Develop outdoor learning opportunities 	<p>JC to speak to subject leaders, and encourage elements of learning in subjects to be undertaken in an outdoor environment in a more physically active way.</p> <p>School based activities to be organised per term to encourage further OAA opportunities.</p>	£1000 for new resources	<ul style="list-style-type: none"> Reception started ACTIVE MATHS from Spring 2. Children are more engaged in developing number and calculation skills through movements in Active Maths 	<ul style="list-style-type: none"> Roll out Active Maths in KS1 at play times and lunchtimes from 2021. Continue to develop Active Maths in Reception.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

6% (£1,100)

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:
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 staff and introduce reviewed progression of skills and long-term planning linked to 5 key curriculum indicators – physical skills, health and fitness, co-operate and collaborate, creativity and resilience. Leader to support team to develop short and medium term plan. 	£500	<ul style="list-style-type: none"> Noticeboards full of information/ updates re clubs, results Pupils are proud and keen to get involved Governors, teaching students observe and comment 	<ul style="list-style-type: none"> Continue to update Add PE noticeboard to the school's website.

Implement a subject monitoring system which will track the performance of the subject as a whole, staff performance and children's development and attainment.	<ul style="list-style-type: none"> Perform regular monitoring by Subject Leader in the following areas: -Analysis of Data, -Learning Walks, Peer Teaching, -Pupil Voice, Half Termly Assessments Ensure every child takes part in high quality PE lessons. 	£250 cover costs	Subject leader to undertake learning walks to observe each member of staff in their teaching Monitoring of data with sports coach.	After CPD planned for Autumn 1 Monitor the teaching of gymnastics and provide additional support as needed Continue to monitor data
Certificates of participation in competitions, festivals and events are displayed in school reception computer screen, raising the profile of PE and Sport and celebration pupil's participation.	<ul style="list-style-type: none"> All certificates shared on school clasdojo account Certificates presented at weekly celebration assembly or in classrooms (covid19) 	£100	<ul style="list-style-type: none"> Pupils are proud of their achievements (photos) Pupils inspired and motivated to take part in sport and activities (feedback) Parents are proud of their children's participation in events (clasdojo) 	Continue to develop this in class for next academic year
Update PE, Sport and Physical Activity policies 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	<ul style="list-style-type: none"> Update PE Policy and share Develop Active School/Physical Activity Policy and share 	£250 cover costs	<ul style="list-style-type: none"> Clear policies in place and shared (website) 	<ul style="list-style-type: none"> Revisit policies to ensure they are still fit for purpose and link with whole school plan
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	<p>Share key information at Staff Meeting</p> <ul style="list-style-type: none"> Set up account for Active School Planner Continue to update Active School Planner 	Included in SSP Core Affiliation Fee	<ul style="list-style-type: none"> More physical activity is built into the school day (roadmap) All pupils are active for a minimum of 30 minutes every day 	<ul style="list-style-type: none"> Continue to affiliate to SSP for new ideas/ opportunities start to utilise Active School Planner Aim to increase daily physical activity at school from 30 minutes to 60 minutes during register time and in between lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10% (£1750)
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:
Leader to identify specific skill development areas personalised to staff areas of need – training plan to impact on universal and enhanced provision	<ul style="list-style-type: none"> Review of knowledge audit and range of skills identified as most benefitting our current Year 1 children – e.g. appropriate programmes to develop motor skills “fit to write” as well as skills specific to new areas such as den building / camp crafts, big toys which will link physical with development of social and communication skills 	£1,000 for new equipment to be purchased	<ul style="list-style-type: none"> Covid19 did not allow this to develop due to lockdown 	<ul style="list-style-type: none"> Leader to liaise with Year 1 leader in terms of providing outdoor big toys for Autumn 1 which could include balance bikes, gross motor activities.
Develop the knowledge of the Subject Leader so that standards are raised in PE and Sport	<ul style="list-style-type: none"> Meet with SSP PE Specialist Organise lesson observations, supported by SSP Organise team teaching to share good practice 	£750 cover costs	<ul style="list-style-type: none"> Subject Leader more confident when undertaking lesson observations/ team teaching with PGCE students. Broad and balanced PE curriculum accessed by all pupils 	<ul style="list-style-type: none"> Subject Leader will feel equipped to continue to support staff to deliver PE Continue adapting PE planning and incorporate more level 1 competitions.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 24% (£4,350)
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:
Additional achievements: 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 with Colbourne Primary School Organise training sessions/ club (with staffing) Attend event Celebrate participation 	Transport budget £1500	<ul style="list-style-type: none"> Competitions booked with all KS1 pupils taking part New clubs, linked to competitions, are now running Participation celebrated in class. Pupils inspired and motivated to take part 	Liase with Colbourne again to start competitions and games with girls, year 2.
Provide a range of extra-curricular activities to enhance school provision with a physical focus	In Summer Term leader and sports coach to gradually develop a programme of additional activities with a physical focus (working in year group bubbles)	£500	<ul style="list-style-type: none"> Homework provided on classdojo linking to theme of Euro footballs and Olympics. 	<ul style="list-style-type: none"> Post information leaflets to parents on classdojo. Invite parents to PE workshops.
Provide a range of lunchtime and after school clubs to increase levels of participation and activity	PE coach and lunchtime supervisor (Mrs Kay) to deliver lunchtime and after school clubs.	£600 for additional staff payments	<ul style="list-style-type: none"> Clubs ran from Summer 1 due to Covid19. 8 weeks plan of PE sports club including additional sports clubs from teachers. Play leaders have led games during 	<ul style="list-style-type: none"> Continue to increase participation in PE to raise the profile of competitive sports Lunch time supervisors will continue to provide lunchtime sports

			lunchtimes.	activities for play leaders to deliver. <ul style="list-style-type: none"> School to investigate opportunities to fund via school fund, dance sessions, change4life clubs.
<ul style="list-style-type: none"> To broaden range of school clubs To increase the range of different sporting activities that the children are offered 	<ul style="list-style-type: none"> Review existing clubs and take up Investigate other clubs and costings. Enable all children the opportunity to take part in a range of different activities e.g especially Sports Week and WOW days 	£1250 budget for any additional resources required	<ul style="list-style-type: none"> Participation celebrated in class and this was shared on classdojo. Pupils inspired and motivated to take part (feedback) 	<ul style="list-style-type: none"> Continue with PE intervention after school clubs for Year 1 PE children
<p>To upskill staff in order to improve teaching and learning</p> <p>Proposed impact:</p> <p>To improve progress and attainment in physical education and sport</p>	<ul style="list-style-type: none"> PE leader to arrange observations to ascertain training needs of staff - leader to plan and deliver series of lessons/ team teaching to address teaching and learning in PE Learning walks will be carried out by leader to identify further training needs of staff 	£500	<ul style="list-style-type: none"> All teaching staff are present and involved in sessions led by our PE coach. The PE coach continued to deliver sessions throughout the 2021 lockdown via zoom to those who were at home and to pupils whose parents were deemed key workers and those the school considered vulnerable Impact. A marked improvement has been demonstrated in relation to the quality of teaching during lesson 	<ul style="list-style-type: none"> Train NQT staff and send them to PE training delivered by KSSP Team teaching to be developed further.

			observations ü Across key stage one, 83% of pupils met age related expectations, with 25% achieving a greater depth standard	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9% (£1,700)
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:
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	N/A as COVID prevented the opportunity from taking place	Covid19	<ul style="list-style-type: none"> - To enter teams into the dance event linking to Black History Month; this requires a specific routine to be developed - Liaise with street dance external coach to develop a team for inter school competition - Release staff to accompany teams so that more than one team can be entered - Ensure coaches booked for each event throughout year
<p>Increase in intra- competitions during PE lessons and lunchtimes.</p> <p>Increase in inter- competitions with inclusion festival.</p>	<p>PE coach to organise personal challenges and competitions as part of lunchtime activities.</p> <p>Sports Day</p> <p>Children to attend inclusion festival.</p>	<p>£200 for transport</p> <p>£1500 Sports Coach wages due to focus at lunchtime</p>	<ul style="list-style-type: none"> • SEN inclusion festival was organised for the whole school in Autumn term and Summer 1 term- These children were engaged and excited to be a part of games in an inclusive way which raised their self-esteem. 	<ul style="list-style-type: none"> • Lunch time supervisors to organise personal challenges. • Teachers to host competitions during PE lessons after teaching a unit. • To continue to organise SEN inclusion festival.

Signed off by	
Head Teacher:	Rob Meadows
Date:	July 2021
Subject Leader:	Jaffrin Choudhury
Date:	July 2021
Governor:	Alex Tracy
Date:	July 2021