

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£3160 (underspend from 2020/21)
Total amount allocated for 2021/22	£17100 (new grant 2021/22)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17410
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17410

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 2021.</p> <p>Please see note above</p>	82% (18/22 pupils)
<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>	82% (18/22 pupils)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	64% (14/22)
<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: £17100 (and an additional £3160 underspend)		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:
					25%
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?:
All pupils to have 2 x 1 hour PE lessons every week.		PE lessons clearly timetabled and half of PE lessons supported by high-quality, engaging sports coach.		£5100	Pupils are excited for the delivery of the breaktime and lunch physical activity sessions.
Continue to engage all pupils in regular sporting opportunities at breaktimes and lunchtimes to initiate an early interest in physical activity.		Install outdoor gym equipment to increase opportunity for KS2 children to access physical activity, including developing own personal challenge.			Pupils greatly enjoy having access to the outdoor gym equipment during breaktimes, lunchtimes and PE lessons. Pupil voice and engagement has been highly positive.
Children to be engaged in high quality play/regular activity throughout breaks to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and build.		Provided a range of high-quality, engaging coach-led sport lunch time activities for pupils.			The continued use of a high quality external sports' coach has allowed pupils to continue to build a trusting relationship with a sporting role-model.
		PE leaders developed to support during break and lunchtime activities.			All pupils have had the opportunity to take part in many types of sports, as well as being led through exciting physical challenges and games.
		Additional equipment purchased to ensure all physical activity sessions are appropriately resourced.			

			The coaches have also provided observation sessions for our MSAs, encouraging and building their confidence to deliver their own physical sessions at lunchtime.	delivering further sports and activity clubs, providing CPD to support them with this.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 21%
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:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity. To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching.	Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating.	£4150	Adaptions made to weekly celebration assemblies, to include more focused pupil awards across all areas of the curriculum, including PE. Rewriting the positive behaviour policy returned focus to key learning behaviours, which underpin appropriate attitudes shown during participating in sports. Weekly assemblies were delivered to reinforce these appropriate behaviours and attitudes across the whole school. Gymnastics and dance lessons prioritised due to the lack of safe lessons provided in these areas during COVID outbreaks. Staff were upskilled in these areas through support from external coaches. All pupils accessed safe and engaging gymnastic and dance sessions during	Continue to allow pupils to come to school wearing PE kits on the days that they have PE to maximise physical activity in lessons. Subject leader to continue to monitor use of physical activity in lessons to promote active learning. Provide resources and CPD to enhance opportunities. Investigate the possibility of outdoor active learning equipment to support EYFS and KS1.

			the year.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
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>To improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence.</p> <p>To provide more opportunities for PE leading staff to coach each other.</p>	<p>Ensure class teachers support the teaching of PE during lessons to develop own confidence and skill levels.</p> <p>North Herts School Sports Partnership (NHSSP) membership and Premier Sport Coaches to assist with staff CPD</p> <p>Attendance on NHSSP courses and training days</p>	£4150	<p>Improved quality lessons observed by SLT across the school.</p> <p>Improved outcomes by pupils in terms of own achievement across all areas of the PE and sport.</p> <p>Provide up to date information, resources and CPD opportunities.</p> <p>Provide regular CPD sessions to help develop staff knowledge and delivery.</p>	<p>Complete updated audit on staff regarding their confidence, knowledge and skills in PE to prioritise and organise further CPD in 2022/23, particularly for new staff.</p> <p>SLT to continue to monitor the impact of CPD coaching, through updated pupil and teacher voice, drop-ins to lessons and ensuring resourcing is adequate for PE.</p> <p>Investigate the Hertfordshire PE conference 2023 and explore ways to deliver sessions to appropriate staff.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
To develop opportunities for all children to take part in a sports/ physical activity club or festival by the time they have left primary school to provide a broader range of opportunities.	School will always consider additional opportunities for sports as part of the curriculum and as the extra-curricular offer.	£4150	All clubs are currently well attended. Where the club is a paid opportunity, school considers making payment for some families.	To maintain as rich and varied offer for pupils as possible through management of workload for staff and the sharing of responsibility. Provide children/parents with the information needed for the pathway if there is an interest in pursuing the activity/sport further.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
All pupils are encouraged to take part in competitive sport and are taught the appropriate attitudes.	<p>Develop a termly timetable of inter/intra competitions to provide some competitive elements to PE.</p> <p>Carefully target individual less-engaged/ less-physically active pupils to take on roles during competitive sporting experiences.</p> <p>NHSSP membership allow us to enter and participate in a range of events. Hitchin Football memberships allow us to participate in fixtures and events.</p> <p>Coach travel to events where required.</p>	£2750	There was further disruption to our plans to take part in inter and intra competitive sports in 2021/22, due to COVID outbreaks and staff turnover during the year. This will need to become our priority for 2022/23.	<p>Our membership with NHSSP will continue which will enable us to have access to a range of events and opportunities.</p> <p>Plan for increased participation and sustained levels of engagement in inter/intra competitive sports which, through high quality coaching and opportunities, will lead to success in sports.</p>

Signed off by	
Head Teacher:	Jenn Magdeburg
Date:	31 st July 2022 (backdated)
Subject Leader:	Samantha McDonald
Date:	31 st July 2022
Governor:	Adrian Warner
Date:	Oct 31 2022