

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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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 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](#).



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 2022:	Key developments 2022-2023
<ul style="list-style-type: none"> • Established partnership with Stevenage Sporting Futures. • Successful deployment of sports apprentices. • ‘Daily Mile’ established in Reception and key stage 1. • Successful implementation of Forest School. • Successful review and improvement of the PE curriculum. • Achieved bronze Youth Sport Trust quality mark. • Outstanding deep dive in PE by the HIP. • 	<ul style="list-style-type: none"> • To raise attainment across the school for the lowest 20% of pupils by further enhancing our curriculum to address any gaps. • To further embed equalities, representation and inclusivity throughout the school such that every pupil recognises their value within the community. • To promote maintaining an active lifestyle and further develop explicit teaching of the importance of keeping physically and mentally healthy. • To diminish the difference for pupils with special educational needs and disabilities (SEND) and disadvantaged pupils. • To ensure that all pupils undertake at least 30 minutes of daily physical activity in school, in line with government guidance. • To provide CPD opportunities for staff to ensure a rich PE curriculum is being delivered. • To continue to achieve the Youth Sport Trust (YST) PE quality mark. • To ensure that pupils have the opportunity to experience Forest School to enrich the PE curriculum. • To promote that all pupils undertake at least 30 minutes of daily physical activity outside of school, in line with government guidance. • To improve the PE curriculum across the school, ensuring progression and consistency.

Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2022/23	£ 17,750
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£ 17,750

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	N/A
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. Please see note above	N/A %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	N/A %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A %
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?	N/A 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: 2020/21		Total fund allocated:		Date Updated:	
<p>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</p>					Percentage of total allocation:
					%
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?:
To improve fitness levels of all pupils by ensuring that all pupils undertake at least 30 minutes of daily physical activity in school, in line with government guidance.		<p>The ‘Daily Mile’ to continue in Reception and key stage 1.</p> <p>Each class will complete regular brain breaks and relaxation techniques to enable pupils the opportunity to self – regulate.</p> <p>Maintain a strong relationship with ‘Stevenage Sporting Futures’ (SSF) who offer a comprehensive competition and festival calendar linked to the school games initiative, including inter and intra school competitions, staff CPD and educational health.</p> <p>Plan for and purchase a range of high-quality active workshops for each year group in school; for example, dance, fitness and multi-sport.</p> <p>PE curriculum leader to support MSA’s by developing a wide range of</p>		<p>Stevenage Sporting Futures’ membership £2000</p> <p>Native American dance workshop £</p> <p>Yoga workshop £160</p> <p>Equipment £529</p>	
					Sustainability and suggested next steps:

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	<p>physical activities during unstructured times, ensuring all pupils are active during these times.</p> <p>A 'Well-being and Growth Week' to be planned with a focus on pupil wellbeing through yoga and mindfulness workshops.</p> <p>Plan and deliver assemblies linked to PE, by PE curriculum leader, senior sports apprentice or external visitors.</p>			
<p>To ensure opportunities for physical development are accessible to all pupils, including those with special educational needs and disabilities and disadvantaged pupils.</p>	<p>Sports apprentice to work with different groups of learners including, pupils with SEND and disadvantaged pupils during PE sessions, keeping assessment records to track pupils' acquisition of skills.</p> <p>Sports apprentice to run small interventions. Target pupils with SEND, disadvantaged pupils and those pupils that are less active.</p> <p>Sports apprentice to liaise with class teachers on the progress of different groups of learners including, pupils with SEND and disadvantaged pupils to monitor progress across all areas of learning.</p> <p>PE curriculum leader to observe sports apprentice working with different groups of learners including, pupils with SEND and disadvantaged pupils</p> <p>Ensure all pupils are able to access PE by adjusting equipment / skills taught / adult support to accommodate the needs of all pupils. Audit and purchase new equipment as necessary.</p> <p>Ensure SEND and disadvantaged pupils</p>	<p>Sports apprentices £</p> <p>Resources £529</p>		<p>Introduce further high quality extra-curricular clubs for all.</p> <p>Continue to adapt PE teaching so that it inclusive for all.</p>

	<p>have access to extra-curricular clubs.</p> <p>PE curriculum lead to support MSA's by developing a wide range of physical activities during unstructured times, targeting groups of pupils; for example, disadvantaged, less active and SEND.</p>			
To develop opportunities for physical activity during unstructured times of the day	<p>Each class will complete regular brain breaks and relaxation techniques to enable pupils the opportunity to self – regulate.</p> <p>PE curriculum leader to support MSA's by developing a wide range of physical activities during unstructured times, ensuring all pupils are active during these times.</p>	Stevenage Sporting Futures £2000		
To enable pupils to access the fine and gross motor activities they may have missed as a result of COVID-related school closure, which develops their strength, coordination and fitness.	<p>Purchase resources to support physical development and to address gaps in Year 1.</p> <p>Run interventions to support gross and fine motor development.</p> <p>Include a range of fine motor skills activities during the morning starter in Key Stage 1.</p>	Sports apprentices £11,925		Continue with fine motor skills intervention for pupils in Reception and Year 1 that require it.
<p>Target pupils needing additional support and extra physical development opportunities.</p> <p>Target pupils needing additional support with fundamental movement skills (FMS)</p>	<p>Sports apprentice to support lower prior attaining pupils in PE lessons.</p> <p>Sports apprentice to support lower prior attaining pupils in focused intervention sessions.</p>	Sports apprentices £11,925		

	Sports apprentice to focus on pupils that need additional support with fundamental movement skills.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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 achieve the Youth Sport Trust (YST) PE quality mark.	<p>Assess the overall effectiveness of PE across the school against the quality mark criteria.</p> <p>Discuss the quality mark criteria with the headteacher.</p> <p>Share and discuss the quality mark criteria with all staff during a staff meeting.</p> <p>Complete the YST PE quality mark and identify priorities and areas for development.</p>	Youth Sport Trust membership £510		

<p>To raise attainment across the school for the lowest 20% of pupils by further enhancing our curriculum to address any gaps.</p>	<p>Ensure that all pupils are able to enjoy curriculum enhancements, like school trips and experiences, no matter their circumstances</p> <p>Teachers' carryout summative assessments at the end of each PE unit to identify gaps in knowledge and vocabulary.</p> <p>After school and lunch time extra-curricular clubs are offered to all year 1 and year 2 pupils.</p>	<p>Yoga workshop £</p> <p>Native American dance workshop £</p> <p>Equipment £529</p>		
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<p>To promote that all pupils undertake at least 30 minutes of daily physical activity outside of school, in line with government guidance.</p>	<p>Increase the number and quality of extra-curricular sporting clubs available to KS1 pupils during lunch times and after school including, fitness club, multi sports and girls football club.</p> <p>Conduct a survey of pupils' motivations for attending extra – curricular and enrichment activities and mapping current offer against these.</p> <p>Promote PE and exercise on the website and around school.</p> <p>Monitor the number of pupils taking part in sporting clubs outside of school.</p> <p>Make links with local sports clubs and promote these so that more pupils are given the opportunity to be active outside of school.</p> <p>Improve the profile of Sports Day.</p>	<p>Sports apprentices £11,925</p> <p>Staff time £0</p>		
<p>Continue to improve outdoor learning, for example, Forest School so that it enhances pupils' opportunities for active play and improves gross and fine motor skills.</p>	<p>The PE curriculum lead and Forest School lead to discuss planning and produce a timetable to enable as many pupils as possible to experience Forest School.</p> <p>Carry out a peer observation to monitor the quality of education.</p>	<p>Time £0</p>		

<p>Promote maintaining an active lifestyle and further develop explicit teaching of the importance of keeping physically and mentally healthy.</p>	<p>Embed the Get Set 4 PE scheme of work, across the school, which focuses on developing physical health and mental health through the introduction of a yoga unit for each year group.</p> <p>Continue to develop ‘Growth and Well-being Week’, with a strong focus on mindfulness, resilience and well-being.</p> <p>Ensure that opportunities for meditation and mindfulness are built into brain breaks throughout the day.</p> <p>Develop outdoor spaces to enable learners to take time out, have learning breaks and exercise in open spaces.</p> <p>School to offer a range of internally led extra-curricular activities.</p> <p>Pupils are presented with Olympic values certificate when demonstrating the values in PE lessons.</p>	<p>Getset4PE membership £700</p> <p>Yoga workshop £160</p>		
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<p>To further embed equalities, representation and inclusivity throughout the school such that every pupil recognises their value within the community</p>	<p>Teachers to ensure PE displays have representation and inclusivity of all pupils.</p> <p>PE curriculum leader to ensure the photograph book has full representation and inclusivity of all pupils.</p> <p>Senior sports apprentice to deliver Olympic values presentation. Presentation has full representation and inclusivity that every pupil recognise their value within their community.</p>	<p>Time £0</p>		
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<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>

To provide CPD opportunities for staff to ensure a rich PE curriculum is being delivered.	PE curriculum leader to provide regular information to all staff on high quality PE CPD opportunities address areas of development, to increase teacher confidence and subject knowledge / pedagogy.	SSF membership £2000 YST membership £510 ‘Getset4PE’ membership £700 over 3 years PE primary conference £		
To improve the PE curriculum across the school, ensuring progression and consistency.	Carry out peer observations to monitor quality of education. Have a coordinated approach for the collection of pupils’ views in PE. Share pupils’ opinions on displays and in the weekly newsletter. Update key documents including the curriculum journey and map.	Staff time £0 ‘GetSet4PE’ membership £700 over 3 years		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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 ensure that pupils have the opportunity to experience Forest School to enrich the PE curriculum.</p>	<p>The PE curriculum lead and Forest School lead to discuss planning and produce a timetable to enable as many pupils as possible to experience Forest School.</p> <p>Carry out a peer observation to monitor the quality of education.</p>	<p>Time £0</p>		
<p>Increase opportunities for pupils to try new and different sports.</p>	<p>To provide pupils with opportunities that arise in the upcoming year, including, key stage 1 festivals and workshops</p> <p>Organise an active week – invite external providers to give pupils opportunities to try a new of different physical activities.</p>	<p>SSF membership £2000</p> <p>Native American workshop £350</p> <p>Yoga workshop £160</p>		
<p>To increase the number and quality of extracurricular sporting clubs available to key stage 1 pupils after school.</p>	<p>Increase the number and quality of extra-curricular sporting clubs available to KS1 pupils during lunch times and after school including, fitness club, multi sports and girls football club.</p>	<p>Sports apprentices £11,925</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 membership of the 'Stevenage Sporting Futures' Team in order to increase pupils' range of access to sporting opportunities, including sports of a competitive nature.	To provide pupils with opportunities that arise in the upcoming year, including, key stage 1 festivals and workshops.	SSF membership £2000		
Improve the profile of Sports Day.	Sports apprentices, specialist PE teacher and class teachers to prepare pupils for Sports Day. Organise an active week – invite external providers to give pupils opportunities to try a new of different physical activities.	Sports apprentices £11,925		

Signed off by	
Head Teacher:	<i>R Mendel</i>
Date:	20.1.23
Subject Leader:	<i>C Brown</i>
Date:	20.1.23

Governor:	<i>M Swieca</i>
Date:	20.1.23