

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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 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:	Areas for further improvement and baseline evidence of need:
<p>-All children have taken part in weekly swimming sessions this academic year. The impact of this has been over 80% of children being able to swim 25 metres in KS2.</p> <p>-Children in EYFS and KS1 have had weekly swimming lesson during the summer term of 2022.</p> <p>-Challenge sports have continued to provide lessons for all year groups and enrichment events such as tennis and BMX have provided learners with opportunities they may not usually have.</p> <p>-After-school sports clubs have taken place this academic year and the impact was all children becoming more confident when taking part in a range of sports and making progress.</p>	<p>-Further funding to be spent on children who require top-up swimming lessons in 2022/23 year.</p> <p>-From September, face-to-face sporting events to be organised against schools of a similar size, with the focus being improving resilience and children competing positively and fairly.</p> <p>-Challenge sports have been signed again for the next academic year to complete sports lessons.</p> <p>-Different sports clubs to be organised and run from September, 2022 to focus on gaps in children's PE ability. This is to include lunchtime clubs as well as after-school.</p>

Did you carry forward an underspend from 2020/21 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020      £ 11,324**

**+ Total amount for this academic year 2021/2022: £ 7,432**

**= Total to be spent by 31st July 2022                      £ 18,756**

Meeting national curriculum requirements for swimming and water safety.  <b>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.</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	60%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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.

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b> £18,756	<b>Date Updated:</b> 16 <sup>th</sup> July, 2022	
<b>Key indicator 1:</b> 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:
			30%

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:
CSE to provide good/outstanding coaching lessons for all children from across the school, following the statutory NC as well as lunch time clubs for access to all.	All lessons assessed by CSE coaches and PE lead to monitor and track progress.  Challenge Sports Enrichment days for cycling and tennis.	£7,500	Resilience has been improved and children have developed their competitiveness.  Basic skills (catching, throwing, striking) have improved for children in EYFS.	Coaches and PE lead to develop CPD with teachers to improve teaching of different PE units.
Partnership with Dacorum Schools Sports Network.	Participation in inter-school competitions at various locations and with different schools.	£350	The profile of PE has developed over the year and children have learned the skills of playing against their peers in different skills.  Children feeling confident when taking on new challenges.	Organise more face-to-face events from September against schools of a similar size.  PE lead to host sporting events at school to ensure other schools can compete.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				54%
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:
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An audit of PE equipment completed and new equipment purchased to upgrade.	Participating in new skills and physical activities promote fitness and coordination.  New equipment motivates children of all ages and abilities to participate in PE lessons.	£4,700	Sports coaches and teachers can access all equipment to ensure all the NC in PE is covered.  Children's skills in track and field have improved.	Children have become more confident when using different resources.  Next steps is to ensure a robust assessment system is in place to track and monitor PE progress.
Upgrade to EYFS play area and school field.	Participating in activities at break and lunch times promote fitness and improves well-being.	£3,500	Children have developed their upper-body strength across the school.  Outdoor area in EYFS has more opportunities for children to develop physical activities and interest.	
<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:
CSE to provide good/outstanding coaching lessons for all children from across the school, following the NC - all to staff to observe and partake, providing highquality PE.	PE lead meetings with CSE cocoordinator, Chris Palmer and coach Joe Clegg to discuss lesson, actions and upcoming events.  Weekly sessions every Friday with Sports Coach.	See indicator 1.	Resilience has been improved and children have developed their competitiveness.  Basic skills (catching, throwing, striking) have improved for children in EYFS.	Coaches and PE lead to develop CPD with teachers to improve teaching of different PE units.

Teach Active has been signed as part of whole-school outdoor learning opportunities.	Teacher to have training in how to use Teach Active resources outside with cross links to PE, maths and English.	£1,000	Outdoor learning develops children's confidence when learning maths and English.	Monitor outdoor activities and complete staff CPD when necessary.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				6%
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:
Targeted enrichment trips for Year 5 and Year 6 who missed out on PGL last year.	Enrichment week for Year 5 and Year 6 where Barton Turf was visited for a week.  All children obtained their Level 1 certificate in sailing.	£1,200	Children develop more confidence when taking part in OAA.  Team work with peers improves	Look at children obtaining their level 2 certificate.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				4%
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:

Inter-house activities to develop resilience and competitiveness.	Organised events through Dacorum school's network.  PE lead liase with Sports Coach as with sports day and inter-house competitions.	£500	Children learn how to compete against their peers.  Achievement celebrated even if win or lose.  Children know how to accept winning and losing.	Contact schools of a similar size to ensure fairness when competing.
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Signed off by	
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Subject Leader:	David Merriman
Date:	16 <sup>th</sup> July, 2022
Governor:	Kathryn Saggars
Date:	16 <sup>th</sup> July, 2022