

# 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](http://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                                              | £9412  |
| Total amount allocated for 2020/21                                                  | £18870 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £7056  |
| Total amount allocated for 2021/22                                                  | £19030 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £26086 |

## 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><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></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><b>N.B.</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>                                                                                                                                                                    | 92% |
| <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>                                                                                                                                                                                                                                                                                                                                  | 92% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>                                                                                                                                                                                                                                                                                                                                                                                      | 92% |
| <p>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?</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.

| <b>Academic Year: 2021/2022</b>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Total fund allocated: £26086</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date Updated: July 2022</b>                                                                                                                                                                                                                                                                                                                           |                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>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</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                          | Percentage of total allocation:<br>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?:                                                                                                                                                                                                                                                                 | Sustainability and suggested next steps: |
| <p>Improve pupils' fitness and stamina by:</p> <ul style="list-style-type: none"> <li>- Increasing opportunities for pupils to engage in physical activities in addition to their P.E. lessons;</li> <li>- Enhancing the provision of PD in the EYFS to promote the development of pupils' fitness levels and gross motor skills.</li> </ul> | <p>Teachers to create an audit of the pupils' activity levels outside of school for the pupils in their class in order to be aware of, and monitor, the pupils with low activity levels.</p> <p>All pupils to participate in daily mile in addition to two weekly PE lessons.</p> <p>Increase playground space for lunchtime exercise and activities and exercise through installation of artificial surfacing</p> <p>Purchase resources to enhance the PD provision - bikes and scooters - for EYFS pupils.</p> | £6500                               | <ul style="list-style-type: none"> <li>- Pupils' activity levels outside of school has increased for the vast majority of pupils.</li> <li>- The vast majority of pupils are experiencing greater fitness and stamina levels and are able to walk/run longer distances during the daily mile.</li> <li>- EYFS pupils are choosing to spend more of their CIL time developing their PD and fitness levels. Their gross motor skills have also improved as a result.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers to continue to monitor the activity levels of the pupils in the class.</li> <li>- Pupils to continue to challenge themselves to improve their daily mile scores.</li> <li>- Enable pupils in Year 1/2 with poor gross motor skills have access to the bikes and scooters provided for EYFS.</li> </ul> |                                          |

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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:<br>2%                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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:                                                                                                                                     |
| Encourage more pupils to travel to school in an active way – walking, cycling, scooting.<br><br>Provide UKS2 pupils with leadership opportunities within sport and provide the younger pupils with positive sporting role models. | Participate in the national ‘walk and wheel’ initiative to encourage active travel.<br><br>Class teachers to record how the pupils travel to school s part of the ‘walk and wheel’ initiative.<br><br>Promote Herts’ ‘Walk to School’ week and award a trophy to the class with the highest percentage of active journeys.<br><br>One pupil from each house in Year 6 to be appointed as Sports Captain.<br><br>Sports Captains to arrange inter-house sports competitions for all the pupils, under the guidance of the PE subject lead team.<br><br>Sports Captains to be actively involved in the PE lessons/lunchtime clubs for the younger pupils | £500               | Bronze accreditation for the school travel plan reinstated.<br><br>Sports Captains took leadership roles during sports day for the EYFS and KS1 pupils and many parents commented positively about how they were excellent role models for the younger children. | Maintain bronze accreditation and work towards silver.<br><br>Continuation of Sports Captains having an instrumental role in the sports provision with the younger children. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    |                                                                                                                                                                                                                                                                                                                                                                                               | Percentage of total allocation:                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    |                                                                                                                                                                                                                                                                                                                                                                                               | 51%                                                                                                           |
| 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:                                                                      |
| Provide teaching staff with a framework for planning, teaching and assessing P.E. which ensures consistency and progression across the school.              | <p>Teachers to use the Cambridgeshire P.E. scheme of work to plan and deliver P.E. lessons which are consistent with their parallel classes.</p> <p>Teaching staff to moderate assessments of P.E. with their parallel classes.</p> <p>Subject leader team to monitor the impact of implementing the Cambridgeshire P.E. scheme of work through lesson observations, pupil voice, staff voice and analysis of assessment data, and provide feedback to governors on the curriculum committee.</p> | £13186             | <p>Pupils are receiving consistently high-quality teaching across the P.E. curriculum.</p> <p>Increase in the confidence of teaching staff in delivering all aspects of the P.E. curriculum.</p> <p>Consistent judgements are made in the assessment of P.E. across parallel classes.</p> <p>Teaching staff are aware of their strengths and areas to develop within their P.E. teaching.</p> | Continue to subscribe to the Cambridgeshire P.E. scheme of work.                                              |
| Provide teaching staff with a model for delivering highly effective lessons across the P.E. curriculum.                                                     | Fund ongoing high-quality CPD for teaching staff by buying into sports coaches – Matt Ogilvie and Ross Kitteridge – to teach weekly P.E. sessions for all classes across the school.                                                                                                                                                                                                                                                                                                              |                    | <p>Staff voice shows that confidence in teaching P.E. has increased.</p> <p>Pupils receive highly effective P.E. learning.</p>                                                                                                                                                                                                                                                                | Continue to provide quality models for teaching PE by continued funding for Matt Ogilvie and Ross Kitteridge. |

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                   |  |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------|--|
| <p>Increase the pupils' enjoyment of, and engagement in, P.E. lessons.</p> | <p>Sports coaches to focus on specific areas of the P.E. curriculum which have been identified by teaching staff as areas of development.</p> <p>Teachers to observe the highly effective weekly P.E. sessions taught by the sports coaches and use these to inform the planning, delivery and assessment of the second weekly P.E session.</p> <p>Purchase new resources for the teaching and learning of P.E.</p> |  | <p>Pupils have access to a range of resources to enhance their P.E. learning.</p> |  |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------|--|

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 12%

| Intent                                                                                                                                                                | Implementation                                                                                                                                                                                                                                                                                 |                           | Impact                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>                                                                                                                                                                                                                         |
| <p>Increase the number of sports and activities that are offered/available to pupils, both as part of the P.E. curriculum and through extra-curricular provision.</p> | <p>Introduce children to a range of different sports and activities through the P.E. sessions delivered by the sports coaches, e.g., golf and cricket.</p> <p>Subject leader team to research a wide range of activities that would appeal to different children, including break dancing.</p> | <p>£3000</p>              | <p>Many children have signed up for the range of before/after school sports clubs.</p> <p>Pupils were introduced to different sports and activities, and some children have signed up to continue these activities outside of school as a result.</p> | <p>Continue to provide opportunities for the pupils to experience a range of different sports/activities.</p> <p>Continue to liaise regularly with the sports coaches to discuss appropriate sports and activities to introduce the pupils to during P.E. sessions.</p> |

| Key indicator 5: Increased participation in competitive sport                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                                                                                                                                                                                                                                                                     | Percentage of total allocation:                                                                                                                                                                                          |
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|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                                                                                                                                                                                                                                                                     | 11%                                                                                                                                                                                                                      |
| 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:                                                                                                                                                                                 |
| Provide children with the opportunities to develop sporting skills and character attributes by competing against other schools in team events.<br><br>Pupils develop their team work skills and mentality through participation (and support of other members of their houses) in Sports' Day events. | Subscribe to the Birchwood Sports Partnership as a platinum member to ensure that the pupils have opportunities to compete against other schools in a range of sports, including multi-skills and gymnastics.<br><br>Participate in competitive sport through subscription to K.A.S competitive football and cricket leagues.<br><br>Pupils to compete to win points for their house in running races and field activities, with the Sports Captains to run the events and be responsible for the scoring. | £2900              | Pupils participated in inter-school competitions and were particularly successful in cricket (runners up) and football (winners).<br><br>The older pupils were excellent role models to the younger ones and fostered a sense of team spirit through encouragement. | Continue to subscribe to the Birchwood Sports Partnership and K.A.S to enable access to competitive sports.<br><br>Subject leader team to arrange for intra-school sports competitions to be led by the Sports Captains. |



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|-----------------|--------------------|
| Signed off by   |                    |
| Head Teacher:   | Peter Coldwell     |
| Date:           | 20/07/2022         |
| Subject Leader: | Ann Cassidy-Jones  |
| Date:           | 20/07/2022         |
| Governor:       | Suzanne Fitzgerald |
| Date:           | 20/07/2022         |