

# Evidencing the impact of the Primary PE and sport premium



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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](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 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](#).

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Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Continued membership with Take Pride.</p> <p>Renewal of running track on bottom field. This has encouraged more physical activity during playtimes and lunchtimes. Also used to further develop the 'Mile a Day' initiative across the school.</p> <p>June 2021 - Spartan Sport Development Rugby Coaching Days. External coaches provided rugby taster days for the children and coaching CPD for staff.</p> <p>Year 6 have taken part in cycling courses run by Take Pride with the majority of the children receiving their level 1 and level 2 certificates.</p>	<p>Due to Covid-19, the children have not been able to attend competitions. We would like to reintroduce these next year, using our membership with Take Pride to support this.</p> <p>To further develop the 'Mile a Day' initiative across the school. Develop a timetable to ensure all classes participate in this at least twice a week to begin with.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

**YES/NO** \* Delete as applicable

**Total amount carried over from 2019/20**

**+ Total amount carried over from 2020/21**

**= Total carry over to 2021/22**

	£1 6000 (Lump sum)
	£3540 (354 x £10)
<b>Total amount carried over from 2019/20</b>	£6,191.26
<b><u>Total spending available 2020/21</u></b>	<b><u>£25,731.26</u></b>

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<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>	75%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	75%
<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

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Academic Year:	Total fund allocated:	Date Updated:		
<p><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</p>			<p>Percentage of total allocation:</p>	
Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Ensure that all children have at least 2 lessons of PE each week.</p>	<p>PE timetable to ensure all classes have opportunity to use the hall/outside areas to provide 2 lessons of PE per week.</p>	<p>n/a</p>	<p>PE timetable allows all children to have 2 PE lessons per week. This ensures that twice a week the children are definitely getting at least 30-45 minutes of focused physical activity a day.</p>	<p>Continue to provide 2 lessons of PE each week for all year groups in the future. Develop the links with the Hartley Country Club to enable extra PE sessions (in addition to timetabled PE sessions).</p>
<p>Encourage children to be more active during the day – including in the classroom</p>	<p>Continued use of ‘5-a-day’ scheme which is used in class with the children.</p> <p>The running track is encouraging more physical activity at playtime and lunchtime.</p>	<p>n/a <i>5 year 5-a day membership paid for from previous sports funding.</i></p>	<p>All classes can access the ‘5-a-day’ programme which provides dance style 5 minute routines for the children to follow.</p> <p>Children have really enjoyed taking part in these. Many teachers are using this programme every day.</p>	<p>Aim for <b>every</b> class to complete at least one of these routines a day – this will increase their weekly activity by 25minutes.</p>
<p>Encourage children to be more active during the day by introducing the mile a day initiative.</p>	<p>Renewal of the running track has provided children with a safe and inspiring area to complete their daily mile.</p>	<p>£16,891.20</p>	<p>Children have really enjoyed taking part in the daily mile. There has been a noticeable difference in the activity levels of children at playtimes.</p>	<p>We would now like to ensure that all classes are completing the daily mile as regularly as possible.</p>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>To introduce all students to the sport of rugby.</p> <p>To develop teachers' knowledge and understanding of the sport of rugby and how to teach it effectively.</p>	<p>Spartan Sport Development delivered an hour long rugby coaching session to every class in the school.</p> <p>Two coaches were hired. One working with the children and one able to support the class teacher. All class teachers attended the coaching session to develop their understanding of rugby. They were given practical ideas of how to teach rugby to their year group.</p>	<p>£1500</p>	<p>All children and staff really enjoyed the rugby days offered by Spartan Sport Development.</p> <p>Children were provided with good quality PE teaching.</p> <p>Teachers were able to learn activities and teaching techniques. They were also able to improve their knowledge and understanding of the rules of the sports.</p>	<p>Investigate the possibility of Spartan Sport Development returning next academic year to offer rugby sessions to children and CPD for teachers and teaching assistants.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Staff were provided with opportunities to work with PE specialists and specific sports coaches to up level their skills, knowledge and understanding of a variety of sports. This will allow teachers to learn new techniques/activities that they can use with their classes and future classes.	Utilise Take Pride membership. Take Pride coach to work with a range of year groups to develop PE and confidence of staff.  Rugby coaches worked with every teacher in the school to increase the confidence, skills and knowledge of staff, relating not only to rugby but multi-sport activities.	£5000  £1500	Children were provided with outstanding PE provision.  Teachers were able to learn activities and teaching techniques. They were also able to improve their knowledge and understanding of the rules of the sports.	Teachers are now more knowledgeable about the rules of rugby and have a range of activities they can carry out when teaching this sport in the future.
Provide more resources for teachers to use to help improve the quality of PE planning and assessment across the school.  Develop good and better teaching in PE lessons throughout the school.	Continued our membership to 'GET SET 4 PE' programme which provides planning tools and resources with many ideas, equipment suggestions and challenge ideas for teachers to use.	<b>n/a</b> <i>3 year Get Set 4 PE membership paid for from previous sports funding.</i>	Teachers have a range of PE plans they can access and adapt for their classes.  Teachers have made good use of the planning resources and have commented on the ease of use and the improved confidence they have in delivering a variety of sports activities.	Need to develop the use of the assessment system (due to LAT GDPR constraints).  Hopefully this will be up and running for next academic year.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To continue to develop links with the Hartley Country Club to enable children from HPA the opportunity to use their sporting facilities on a regular basis and to receive coaching from their tennis, petanque and cricket coaches.	<p>Unfortunately it has been incredibly difficult to organise external activities this year due to the COVID-19 restraints and bubble restrictions.</p> <p>Hartley Country Club was used to deliver a first aid course to HPA staff - including PE coordinators.</p>	n/a	-	<p>HPA have access to the country club facilities through the gate on the bottom field.</p> <p>To reinstate links with Hartley Country Club to allow tennis sessions for all year groups as well as use of facilities during PE lessons.</p>
To ensure children are provided with a variety of opportunities to participate in different sports activities during PE lessons and to compete in a variety of sports.	<p>Continue with membership to Take Pride.</p> <p>Unfortunately it has been incredibly difficult to organise internal or external competitions this year due to the COVID-19 restraints and bubble restrictions.</p> <p>In Term 6, a cricket coach from 'Chance to Shine' worked with Year 2 and Year 5 developing the knowledge and understanding of the game of cricket.</p>	<p>£5000</p> <p><i>Take Pride Membership</i></p>	<p>Children have developed their hand-eye coordination skills, team-work skills and overall understanding of the game of cricket due to the cricket sessions with the Chance to Shine coach. Children have an understanding of the different roles within the game of cricket, e.g batting and fielding roles. Children have developed their ability to</p> <p>Teachers were able to learn activities and teaching techniques. They were also able</p>	To ensure children are provided with a variety of opportunities to participate in different sports activities during PE lessons and to compete in a variety of sports.



			to improve their knowledge and understanding of the rules of the sports.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>To ensure children are provided with a variety of opportunities to participate in competitive sport and represent their school.</p> <p>It is important to allow as many children as possible the opportunity to compete and represent their school – regardless of their sporting ability.</p>	<p>Unfortunately it has been incredibly difficult to organise internal or external competitions this year due to the COVID-19 restraints and bubble restrictions.</p> <p>Teachers have worked hard in year groups and in lockdown to provide children with the opportunity for personal challenge and competition. With the support of Take Pride, and the resources that they have provided us with, teachers have been able to set a range of personal activity challenges to encourage high levels of physical activity within their classes.</p>	n/a	<p>Children have experienced a great amount of pride and self achievement when completing the personal physical activity challenge/competitions.</p>	<p>Next academic year we would like to return to external sporting competitions. We have conversed with Take Pride and are in the process of organising the competition calendar for academic year 2021/22.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

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