

# 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](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](#).



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.

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:

Did you carry forward an underspend from 2020-21 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020    £0**  
**+ Total amount for this academic year 2021/2022    £21,370**  
**= Total to be spent by 31st July 2022                    £21,370**

<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 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 2021.</p> <p>Please see note above.</p>	78%
<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>	60%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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.

Academic Year: 2021/22		Total fund allocated: £21,370		Date Updated: 20.5.22	
<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:
					%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:
Cross-Curricular Orienteering <ul style="list-style-type: none"> <li>Introduce and embed a new activity to children. Links to fitness, geography and maths skills.</li> </ul>		Introduce cross-curricular orienteering to introduce activity into core and foundation subjects. Children learn key skills during P.E. lesson time and		£2442.60	Increase levels of PA children during school day Raise profile of P.E. and activity as being part of everyday activity Aid in more children being active for at least 30mins a day.
Fit4Kids <ul style="list-style-type: none"> <li>Session for children to understand the importance of living a healthy and active lifestyle.</li> </ul>		1 day workshop where all classes have a 40 min workout and discussion on healthy living/eating and benefits		£489	Tied in well with healthy eating topics in school and all children added to their awareness of healthy lifestyle and their 30 active minutes
The Conqueror Challenge <ul style="list-style-type: none"> <li>School competition for all children to become involved in.</li> </ul>		Bring in focus and challenge for children doing Daily Mile		£74.73	Children to be more involved in Daily Mile alongside funding for new track
					<b>15%</b>
					Sustainability and suggested next steps:
					Children increase their PA activity throughout the day. Next steps: To embed orienteering further, looking at progression. Bring in whole school competition.
					Next step: Try get company in regularly each year to promote.
					Next Steps: Promote this more next year as a whole school goal

<b>Total:</b>		<b>£3006.33</b>		
<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>	<b>38%</b>
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:
Use of PESP funding to employ part time Sports Leader <ul style="list-style-type: none"> <li>Sports leader available to support in lessons.</li> <li>Work with children needing further challenge.</li> <li>Sports leader leads on a range of sporting clubs and competitions.</li> </ul>	Run a number of clubs throughout the school, to promote pupils' physical fitness and improve the health and well-being of all pupils Work alongside teachers, through team teaching, to support the delivery of high quality P.E. lessons being delivered throughout the school. Organise competitions to provide opportunities for all pupils to participate and compete in school sport Increase level of participation in borough competitions and level of success in these competitions Ensure pupils are focussed and active during break and lunchtimes	£5604	Teachers supported in delivering the curriculum to all children.	A valuable asset to the school. Provides long term security in availability of sporting clubs during and after school hours. Provides additional support in lessons to target specific children. A consistent figure for children working towards borough competitions. Next step: look at getting more involved in competition organisation with local schools
Use of PESP funding to provide gym equipment in hall	Upstairs hall wall bars and gym equipment was removed as deemed unfit for use. Want to use the money to replace these to allow for high quality teaching of gymnastics in both hall spaces to provide more opportunity for children to experience and use this equipment.	£2,564.67	No impact yet as installed over Summer Holidays 2022	Next step: Autumn 1 – Train teachers to get out safely. Ensure that teachers are confident to use these in lesson alongside Real Gym to provide high quality teaching and learning.

Total:		£8,168.67		
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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	4
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:
Membership to Full Real P.E. package <ul style="list-style-type: none"> <li>A clear and progressive scheme of work across the schools.</li> <li>Skills and knowledge built upon throughout the school from EYFS to year 6.</li> </ul>	Pay for full Real P.E. package to include dance and gymnastics. Giving teachers a vid tool to help improve confidence in delivering curriculum.	£433	Teachers have commented saying that it has been easier to understand what needs to be done each lesson. Allows for teachers to deliver P.E. curriculum	Next steps: Create a bank of games to support the Real P.E. skills Bring in staff training refresh as new staff have joined to push forward vision.
Subject Leader release time <ul style="list-style-type: none"> <li>Subject leader knows subject well across the school – can offer support and challenge to ensure all children are accessing high quality PE.</li> </ul>	Observe a range of staff delivering P.E. lessons Offer feedback and highlight areas of strength and improvement Review impact of PESP funding Arrange opportunities for competition within school to increase participation levels.	£500	Allows for consistency across years for high level delivery of PE lessons. An effective way, each year, to ensure PE and level of competition is available to as many children as possible.	To continue to ensure this is planned into new year.  To ensure time is built in for Subject Leader Transition.

Total:		£933		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>31</b>
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:
Use of PESP funding to employ full time Play Leader <ul style="list-style-type: none"> <li>Sports leader available to support in lessons.</li> <li>Work with children needing further challenge.</li> <li>Sports leader leads on a range of sporting clubs and competitions.</li> </ul>	Run a number of clubs throughout the school, to promote pupils' physical fitness and improve the health and well-being of all pupils Work alongside teachers, through team teaching, to support the delivery of high quality P.E. lessons being delivered throughout the school. Organise competitions to provide opportunities for all pupils to participate and compete in school sport Increase level of participation in borough competitions and level of success in these competitions Ensure KS2 pupils are focussed and active during break and lunchtimes	£5100	Children able to participate in a range of different clubs. Children always engaged in PA during lunchtime through different activities	A valuable asset to the school. Provides long term security in availability of sporting clubs during and after school hours. Provides additional support in lessons to target specific children. A consistent figure for children working towards borough competitions. Next step: look at getting more involved in competition organisation with local schools



<p>Use of PESP funding to employ outside agency (PSD)</p> <ul style="list-style-type: none"> <li>Agency offering a greater range of clubs at lunchtime.</li> </ul>	<p>Has given opportunity to more children to participate in lunch time clubs (football) Added new clubs to after school for children to attend (tennis, dodgeball)</p>	<p>£1600</p>	<p>Seen greater participation of children in year groups (2,3,4) 36 children in year 3 (40%) 20 children in Year 4 (22%) 20 children in Year 2(22%)</p>	<p>Next step: continue provision next year to provide more opportunities for year 2/3/4 Look at CPD opportunities within P.E. to support teachers in delivering curriculum</p>
<p>Total:</p>		<p>£6700</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	12
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:
Membership to the Harrow P.E. & Sport Trust SLA <ul style="list-style-type: none"> <li>Access to competitions and subject leaders' network in local area.</li> </ul>	Membership to the SLA P.E. Lead to attend borough P.E. Lead's termly meetings P.E. Lead to offer staff training opportunities that would benefit - CPD To enter borough sports tournaments Attend P.E. cluster events	£1200	Subject leader supported through delivering the curriculum during COVID-19. As restrictions eased, a range of sporting competitions arranged to allow as many children to participate in competitive sport.	Provides access each year to Harrow competitions and regular training and updates to the PE curriculum where needed. A resources that links all schools in the borough.
Transport to sporting events and events <ul style="list-style-type: none"> <li>Greater amount of pupils can participate in events.</li> <li>The school can be represented in a range of events.</li> </ul>	Transport to various competitions for pupils across KS1 and KS2	£1050	Children able to attend a range of clubs and festivals	As above
Use of PESP funding to provide kit for sports team <ul style="list-style-type: none"> <li>Identity and pride when performing.</li> </ul>	Provides more children with a sense of identity within the school Provides a sense of pride in being able to wear the kit to sport events	£312	Children have expressed their joy at being able to put on the PW kit. This has made them want to take part more for more opportunities to wear and participate	Next step: continue to provide kit for children taking part in sport to broaden experiences

Total:		£2562		
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Signed off by	
Head Teacher:	Sarah Marriott
Date:	26.9.22
Subject Leader:	James Ferriday
Date:	23.6.22
Governor:	Ophelie Barbet
Date:	27.6.22