

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](#) 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 2020/21	£ 20,876
Total amount allocated for 2021/22	£ 16,808
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 37,684

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>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</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>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	80 %
<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>	70 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70 %
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes

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: £13,500	Date Updated: 30.12.21 19.1.22 23.7.22		
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				Percentage of total allocation: 36%
Inten t	Implementation		Impa ct	
<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>All children to take part in at least 30 minutes of physical activity in school each day.</p> <p>Children to know how to play a range of outdoor games and enjoy taking part in these.</p> <p>Provide and promote exercise opportunities and resources for those pupils who find team games difficult or stressful and for those who require heavy muscle exercises to support them in managing ASC.</p>	<p>Equipment out at break (2 x 15 mins) and lunch (30 mins outside).</p>	£ 1000	<p><i>Equipment is available to all each break and lunchtime. Pupils are more active and practising gross motor skills as taught in P.E lessons.</i></p> <p><i>Outdoor equipment in constant use at break times, including by children who have previously chosen to remain indoors or play on their own, such as those with ASC. Also used by the children at our after-school provision. One Year 3 said it makes him feel 'like a new man'. A parent of a child in Year 3 reported that her son is more motivated to get to school in the mornings as he wants to use the equipment.</i></p>	<p><i>Include learning different outdoor games (both with and without equipment) as part of our PE programme.</i></p> <p><i>Sports Ambassadors to lead games at two lunchtimes per week from Sept 22. Consider using the Sports Leader Award.</i></p> <p><i>Continue with a rota for outdoor equipment to enable all age groups to benefit from this.</i></p> <p><i>Make outdoor equipment available to vulnerable SEN pupils for heavy muscle work and as an alternative to some activities within the PE lessons.</i></p>
	<p>Employment of lunchtime staff to facilitate more active play alongside our Sports Ambassadors - setting up activities and equipment for this to happen.</p>	£ 2500		
	<p>Staff to teach and then encourage children to take part in games.</p>	£ 2000		
	<p>Activities to encourage those identified as least active - Sports Ambassadors.</p> <p>Catch-up swimming.</p> <p>Outdoor play equipment</p>	£ 8000		

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>31%</p>

Inten t	Implementation		Impac t	
<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>PESSPA has a high profile across the school and is embedded in our curriculum.</p> <p>Woodland and other Outdoor & Physical Learning is a priority across the curriculum.</p> <p>To achieve the gold School Games Award (currently silver).</p>	<p>Three Year 6 Sport Ambassadors work regularly with our PE lead to develop- PE and other sports and outdoor games initiatives.</p>	£1000	<p><i>Sports Display board has been renewed to promote sport to all pupils.</i></p> <p><i>10 x Year 5 had 3 days outdoor physical activity at Rushall Farm in February. £400. This increased confidence and teamwork and has enabled them to be more resilient back in class.</i></p>	<p><i>Sign up to our regular tournaments to ensure we cover a range of different sports across the year groups.</i></p> <p><i>Ensure children are given appropriate training before they participate in events.</i></p> <p><i>Increase our provision of 'friendly' football matches with other local schools.</i></p> <p><i>Reintroduce a Netball Club.</i></p> <p><i>Reapply for gold School Games Award in 2022/23.</i></p> <p><i>Consider the use of scouting as a tool for encouraging outdoor learning in KS2.</i></p>
	<p>Sports display board in playground and clubs folders in reception area.</p>	£2000	<p><i>New balls etc. have been purchased to supplement dwindling stocks. Whole class teaching can continue more effectively with all children able to have their own equipment e.g. Netball or football.</i></p> <p><i>Sporting achievements both in and out of school are included in our online and live Celebration Assemblies. This included our Year 1/2s winning the Elstree Football Tournament.</i></p>	
	<p>Sports Ambassadors work with children across the school.</p>			
	<p>Invest money in updating PE equipment and refreshing stock following pupil audit of sports equipment.</p>			
	<p>Whole school events and tournaments celebrated in school newsletter and Celebration Assemblies plus sporting achievements out of school.</p>			
<p>Sports Ambassadors choose a minimum of two Sports Stars each week in Celebration Assembly.</p>	£5000			
<p>Sports coach employed for a session a week with each class.</p>	£3600			
<p>Additional gym/dance coaches work with FS2 and KS1 staff and pupils to develop their knowledge and skills.</p>				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			0.3%
Inte nt	Implementatio n	Impa ct	

<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>PE Subject Leader aware of up-to-date information and resources and is confident to lead the subject across the school.</p> <p>Teachers feel confident as they teach PE and sport in school.</p>	<p>PE Leader attends local PE networks and updates from Evolve and any updates are shared with staff</p> <p>Use of qualified sports coach to work alongside teachers and support staff (cost attributed to KI1)</p> <p>Gym and dance coaches work alongside KS1 staff to support curriculum development and staff knowledge</p>	<p>£100</p>	<p><i>P.E Network Meeting was attended by PE Lead on 10th February 2022. This has resulted in:</i></p> <ul style="list-style-type: none"> -purchasing a trial of a P.E resource as recommended by other similar schools to develop the progression in teaching dance and gymnastics across the school. -initial discussions with a local secondary school about holding an Invictus Sports Event for schools in the P.E Network to promote a broader experience to all pupils, regardless of skill level. - review of P.E Coordinator File and content necessary for Ofsted. <p><i>MNR Coaching Team work alongside all staff to deliver high quality outdoor P.E each week based on our school Long Term PE Plan. In KS1 this support is extended to indoor PE as coaches deliver indoor PE - dance and gym. This support from qualified coaches has enables staff to develop their confidence to teach the P.E curriculum.</i></p> <p><i>Dance has become far more popular since we introduced dance coaches - 30 pupils now attend our weekly Street Dance clubs.</i></p>	<p><i>Continue with coaching which not only improves pupils' skills and confidence but also expands teacher and TA understanding of positive activities in PE.</i></p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Inte nt</p>	<p>Implementatio n</p>	<p>Impa ct</p>	<p>24%</p>	

<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>
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<p>Additional achievements:</p> <p>To experience a range of sports and activities across the school</p>	<p>Sports workshops/ enrichment days in school including dance, tennis, archery, skipping.</p>	£3000	<p><i>Sports Workshops have been planned and booked for 2021/22 for all children from FS2 to Year 6. The programme includes:</i></p>	<p><i>Update the information folder in reception for local sports clubs.</i></p>
	<p>Whole school day out at outdoor adventure centre.</p>	£3000	<p><u>Autumn Term</u> <i>Diwali Dance Workshop - £499 This experience has raised the profile of dance and fostered a more positive attitude to dance for all, especially older boys.</i></p>	<p><i>Ensure new equipment is fully utilised both by classes and at break times.</i></p>
	<p>Bikeability for Year 5 & 6.</p>		<p><u>Spring Term</u> Tennis <i>Skipping Workshop – really popular and many pupils bought their own skipping rope. Skipping not seen at every playtime. World Book Day Dance Workshop - £499. Children experienced dance and saw how it can support their english learning and love of books.</i></p>	<p><i>Work with local independent schools to secure student support at our wraparound care – this will be targeted at encouraging participation in group games.</i></p>
	<p>Football Club (covered by cost of sports coach).</p>			
	<p>Bradfield pupils supporting outdoor activities at Barn Owls after school club each week.</p>			
	<p>Create and resource a whole school orienteering course.</p>	£1000	<p><u>Summer Term</u> Archery - all KS2 participated in some form of archery workshop. School site was mapped and an orienteering course/ resources created.</p>	<p><i>Provide training for the whole school on how to use the new orienteering resources for our school site. Include orienteering as a part of our Long Term Map for P.E for all year groups from Y1-Y6.</i></p>
<p>FS2/KS1 classes to go to our Woodland Classroom every week.</p>				
<p>New playground markings to encourage playtime games.</p>	£2000	<p><i>Bikeability took place in the Autumn Term for our ten children in Year 6. As a result of this training 90% of the cohort passed Level 1. 80% passed Level 2 which means that they can safely ride on the road.</i></p> <p><i>Football Club continues to run Monday 3.30 -4.30pm. It is increasingly popular and attracting those children who wouldn't have the experience outside school. We have now extended this to KS1 and we now have 18 KS1 & 15 KS2 attending weekly – mixed boys and girls.</i></p> <p><i>Most weeks FS2 and Y1/2 visit the 'Woodland Classroom' on the Englefield Estate if parental help is sufficient. As a result, the children's experience of outside active learning across the curriculum is broadened.</i></p>		

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			6.9%
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>

Head Teacher:	Hilary Latimer
Date:	30.12.21
Subject Leader:	Fiona Carney
Date:	30.12.21
Governor:	Zoe Benyon
Date:	30.12.21.
Reviews	19.01.22 Fiona Carney. 23.07.22 Hilary Latimer and Fiona Carney