

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 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 <u>HERE</u>.

Created by:















Details with regard to funding Please complete the table below.

Total amount carried over from 2018/19	£750
Total amount allocated for 2019/210	£17,770
How much (if any) do you intend to carry over from this total fund into 2020/21?	£6,392
Total amount allocated for 2020/21	£17,490
Total amount of funding for 2020/21	£23,882

Swimming Data

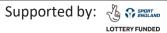
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2021.	98%
Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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?	No













Action Plan and Budget Tracking

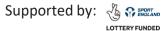
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/2021	Total fund allocated: £23,882	Date Updated:	06/06/2023	
Key indicator 1: The engagement of a	<u>ıll</u> pupils in regular physical activity – (Chief Medical Of	ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a c	lay in school		14%
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: £17,942	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
the offer of: • a variety of PE equipment available at break times & lunch times • Extra-curricular clubs • Competitive and non-competitive sports through the use of the St Albans School Sports Partnership	termly basis. Review lunch time and break time provisions. Ensured a fair rota to allow all classes access to use the climbing frame/gym equipment. Purchase equipment for bubbles.	£1,357 £1,373	no longer be facilitated Lunchtime equipment such as the gym and climbing frame were placed on weekly rotas as oppose	1
	played and followed along with at home. Use of Premier Education to run a Baseline Measurement Test to see	£675	We were unable to get much out of the St Albans School Sports Partnership in person, but they offered a lot of virtual workshops for staff CPD and planned some	fitness test next year. Instead we are going to focus more on











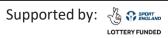


Key indicator 2: The profile of PESSPA	the initial fitness levels of KS1 and KS2 children. This is then repeated at the end of the year to see any progress. A being raised across the school as a to	ool for whole sch	in school activities/tournaments that were completed by some classes (mainly KS2). The fitness test showed some success, but as classes were in and out of lockdowns, it probably was not a true reflection and was not going to show the results we necessarily wanted. ool improvement	
				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:
Sustained exposure and impact in delivering a whole school PE programme Increasingly varied afterschool clubs on offer including both competitive and non-competitive physical sports Profile of sport remains high throughout lockdown. Joy of Moving programme was introduced, PE website was update with home learning videos, PE activities were given x2 a week for children to complete at home.			into a new sport of some sort. We would like to invest in ordering some Croquet equipment as this has been highlighted throughout pupil voice as an interest for the children. Offer more interesting club opportunities that are not predominantly football/netball. During lockdown, PE Coordinator attended several workshops and	Purchased croquet to be used for multiple events as well as Sports Week (e.g. Queens Jubilee). Look into offering clubs such as Speed Stacking for next year as these activities are not frequently covered during our PE teaching. Purchase new GetSet4PE. Budget looks like we can afford to get the next 3 Year Subscription as this is discounted.













Partnership (e.g. Watford Trust)	members.	Look into what new sports we can offer for next year's sports
Themed Weeks: • Annual Sports Week • Healthy Eating Week- company to come in and lead activities for all year groups. • Feelin' Good Week- focusing on sport and physical activity and why it is important.	Make slight amendments to Sports Week to cater for COVID guidelines. Sports Week provided further opportunities for children to actively engage in physical activity. Increased understanding of the importance of nutrition and exercise through the Healthy Eating Week and Feelin' Good Week.	week. Put down deposits for our pre-covid equipment such as Climbing Wall, Archery, Laser Tag in hope we may be able to use them.

Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				17%
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:
Currently using Primary PE scheme within our whole school. We have some concerns that the skills are not progressing through the year groups and are too similar in between year groups.	PE Lead to keep all staff up to date on key changes surrounding the delivery of PE through attending workshops, online meetings etc. Staff to observe and team teach		improvements have been made by observing the PE Specialist Teachers during the school year,	Conference
Created a PE & Sport Whole School Policy for during and before COVID.	alongside a specialist teacher. They focus on two classes a term. We alternate classes, ensuring all staff members can observe high quality		although this was interrupted due to COVID. Despite this, good levels of PE were being taught across the year groups.	Education to support staff in













COVID risk assessments specific to PE	teaching. The outcome of this			
•	being positive attitudes towards		Upon returning to the school after	
or an starr to ronow.	sport and PE.		lockdown, PE was taught very	
			regularly- more than the 2 hours	
	PE lead to attend relevant training,		minimum that is suggested.	
	including PE Coordinators Meeting,		liminam that is suggested.	
	Role of PE Coordinator, St Albans		Significant training for the PE	
	School Partnership updates & PE		Coordinator has highlighted that	
	Leads Conference to assist in the		our scheme is not perhaps best	
	development of PE across the		suited for the school and the	
	school.			
	SCHOOL		children, especially after lockdown.	
	Course additional resources that		lockdown.	
	Source additional resources that			
	will provide staff with up to date,			
	detailed and high quality lesson			
	plans and ideas which they can deliver with confidence			
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Key indicator 4: Broader experience of	I	ered to all pupils		
Key indicator 4: Broader experience of	I	ered to all pupils		Percentage of total allocation 29%
Key indicator 4: Broader experience of Intent	I	ered to all pupils	Impact	
	f a range of sports and activities offe	ered to all pupils Funding	Impact Evidence of impact: what do	29%
Intent Your school focus should be clear	f a range of sports and activities offer Implementation		-	29%
Intent	Implementation Make sure your actions to	Funding	Evidence of impact: what do pupils now know and what	29% Sustainability and suggester
Intent Your school focus should be clear what you want the pupils to know	Implementation Make sure your actions to achieve are linked to your	Funding	Evidence of impact: what do	29% Sustainability and suggested
Intent Your school focus should be clear what you want the pupils to know and be able to do and about	Implementation Make sure your actions to achieve are linked to your	Funding	Evidence of impact: what do pupils now know and what can they now do? What has	29% Sustainability and suggested
Intent 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:	Implementation Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Intent 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: Improve outdoor facilities and offer	Implementation Make sure your actions to achieve are linked to your intentions:	Funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Intent 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: Improve outdoor facilities and offer additional equipment to allow children	Implementation Make sure your actions to achieve are linked to your intentions: All classes have sports bags that can be taken out during play.	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: A variety of playtime equipment was purchased to fill the bubble	29% Sustainability and suggesternext steps: We have noticed that we are
Intent 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: Improve outdoor facilities and offer additional equipment to allow children to be more active at breaks/lunch times.	Implementation Make sure your actions to achieve are linked to your intentions: All classes have sports bags that can be taken out during play. These bags are updated and	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: A variety of playtime equipment was purchased to fill the bubble playtime bags for all classes.	29% Sustainability and suggeste next steps: We have noticed that we are having to keep purchasing more and more equipment
Intent 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: Improve outdoor facilities and offer additional equipment to allow children to be more active at breaks/lunch times. Purchase equipment to be taken out and	Implementation Make sure your actions to achieve are linked to your intentions: All classes have sports bags that can be taken out during play. These bags are updated and restocked regularly and can be	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: A variety of playtime equipment was purchased to fill the bubble playtime bags for all classes. Allowing children to access	Sustainability and suggested next steps: We have noticed that we are having to keep purchasing more and more equipment each year as they are missin
Intent 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: Improve outdoor facilities and offer additional equipment to allow children to be more active at breaks/lunch times. Purchase equipment to be taken out and used by all classes throughout the day.	Implementation Make sure your actions to achieve are linked to your intentions: All classes have sports bags that can be taken out during play. These bags are updated and restocked regularly and can be taken out at playtimes and lunch.	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: A variety of playtime equipment was purchased to fill the bubble playtime bags for all classes. Allowing children to access physical activity in school.	29% Sustainability and suggested next steps: We have noticed that we are having to keep purchasing more and more equipment
Intent 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: Improve outdoor facilities and offer additional equipment to allow children to be more active at breaks/lunch times. Purchase equipment to be taken out and used by all classes throughout the day.	Implementation Make sure your actions to achieve are linked to your intentions: All classes have sports bags that can be taken out during play. These bags are updated and restocked regularly and can be taken out at playtimes and lunch. Equipment is purchased	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: A variety of playtime equipment was purchased to fill the bubble playtime bags for all classes. Allowing children to access physical activity in school.	Sustainability and suggested next steps: We have noticed that we are having to keep purchasing more and more equipment each year as they are missing or get broken. Look into a different way of monitoring
Intent 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: Improve outdoor facilities and offer additional equipment to allow children to be more active at breaks/lunch times. Purchase equipment to be taken out and used by all classes throughout the day.	Implementation Make sure your actions to achieve are linked to your intentions: All classes have sports bags that can be taken out during play. These bags are updated and restocked regularly and can be taken out at playtimes and lunch. Equipment is purchased specifically for playtimes	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: A variety of playtime equipment was purchased to fill the bubble playtime bags for all classes. Allowing children to access physical activity in school. Skipping ropes and a football were	Sustainability and suggested next steps: We have noticed that we are having to keep purchasing more and more equipment each year as they are missin or get broken. Look into a different way of monitoring who has taken what
Intent 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: Improve outdoor facilities and offer additional equipment to allow children to be more active at breaks/lunch times. Purchase equipment to be taken out and used by all classes throughout the day.	Implementation Make sure your actions to achieve are linked to your intentions: All classes have sports bags that can be taken out during play. These bags are updated and restocked regularly and can be taken out at playtimes and lunch. Equipment is purchased specifically for playtimes (therefore not taking from the	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: A variety of playtime equipment was purchased to fill the bubble playtime bags for all classes. Allowing children to access physical activity in school. Skipping ropes and a football were given to our pupil premium	Sustainability and suggested next steps: We have noticed that we are having to keep purchasing more and more equipment each year as they are missing or get broken. Look into a different way of monitoring
Intent 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: Improve outdoor facilities and offer additional equipment to allow children to be more active at breaks/lunch times. Purchase equipment to be taken out and used by all classes throughout the day.	Implementation Make sure your actions to achieve are linked to your intentions: All classes have sports bags that can be taken out during play. These bags are updated and restocked regularly and can be taken out at playtimes and lunch. Equipment is purchased specifically for playtimes	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: A variety of playtime equipment was purchased to fill the bubble playtime bags for all classes. Allowing children to access physical activity in school. Skipping ropes and a football were given to our pupil premium families free of charge to use over	Sustainability and suggested next steps: We have noticed that we are having to keep purchasing more and more equipment each year as they are missin or get broken. Look into a different way of monitoring who has taken what

Due to lockdown and COVID, on this, this year to avoid classes of sports and activities that are Sports Week was made a closed available to all children. mixing and cross contaminating Offer a variety of sports throughout the lequipment in line with COVID event only for school children. curriculum that cater for team/individual regulations. Activities still went ahead but Continue to look for local sports, competitive/non-competitive cleaning and the COVID PE policy opportunities that can be used nature in order to allow the maximum Look for opportunities to further was implemented throughout. to target vulnerable groups to number of children to take part in any increase range of sport offered increase participation, form of physical activity. through links with clubs, sporting particularly among the associations and sports people vounger pupils. (could be achieved through the St Albans School Sports Partnership). Conduct a Pupil Voice about Sports Week for fresh ideas. Look at different clubs that could be offered next year perhaps focusing on sports that haven't been done here before. Look at returning to our pre-covid Sports Week with climbing walls, laser tag etc.











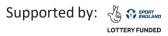


Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
To Increase the number of pupils whom are the least active or do not take part regularly for the school at the inter school level.	Support these targeted children during lesson time. Keep log of children who have already taken part in a competition		Links developed with local primary schools to expand the opportunities for Football/netball within the school.	Lasting impact on pupils which has inspired a desire to compete or try something new.
To increase proportion of pupils representing the school in inter competition	that year- offering other events to those who have not been to any yet.		Increased number of competition and fixtures attended this year compared to previous year.	Preparation for competitive events by the use of mapping out the curriculum, has ensured we are more
To encourage and acknowledge the number of pupils who engage in competitive sport both inside and outside school	Create links with local schools to make more events surrounding football and netball on top of those already organised through		Pupils report feeling better supported and more inspired to participate in other sports.	knowledgeable and familiar with the sports competition we are attending.
	our league memberships. Upload upcoming sports events to the calendars so all staff are aware of what's coming and for which year groups. They could support with recommending children that would enjoy these events.		Pupil voice concerning sports week was very positive. A pupil voice was also conducted to find out how much physical activity children took part in at home over lockdowns.	Monitor participation levels to ensure that it is still having its intended impact.
	Invite outside clubs or sports people to come in and increase interest in certain sports through the use of our St Albans Schools			













I	Sports Partnership.		
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Signed off by	
Head Teacher:	J Reilly
Date:	06/06/23
Subject Leader:	A Webb
Date:	06/06/23
Governor:	
Date:	











