

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 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.

<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 2021.</p> <p>Please see note above</p>	98%
<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>	94%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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>	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 <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: 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:
Increased engagement of children in physical activity throughout each and every school day, beyond the 2 hours PE a week currently offered through the offer of: <ul style="list-style-type: none"> 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 Individual and team based activities on offer 	Review the clubs offered on a 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. Review the St Albans School Sports Partnership. During lockdowns to offer indoor PE that is pre-recorded and can be played and followed along with at home. Use of Premier Education to run a Baseline Measurement Test to see	£1,357 £1,373 £675	Lockdowns and being unable to mix bubbles restricted our progress with clubs until it could no longer be facilitated Lunchtime equipment such as the gym and climbing frame were placed on weekly rotas as opposed to daily ones to reduce risk of spreading COVID. Classes each given equipment that was cleaned regularly and only used by that bubble. 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	Look into planning more clubs for next year once COVID guidelines are lifted. Return to typical sharing of school equipment. Classes to continue with their own supply of break time and lunch time equipment. Continue partnership with St Albans School Sports and attend as many competitions as possible. No longer continuing the fitness test next year. Instead we are going to focus more on clubs and lunchtime provision.	

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	the initial fitness levels of KS1 and KS2 children. This is then repeated at the end of the year to see any progress.		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.	
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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: 11%
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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?
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.	Regular Pupil Voice gives opportunities to hear of interest of sports the children have outside of those we already offer in school e.g. Croquet Look into a new PE whole school scheme called 'GetSet4PE'. This will offer more variety of sports for all year groups. The planning is more skills focused as oppose to sport focused. Invite outside clubs or sports people to come in and increase interest in certain sports through the use of our St Albans Schools Sports		Each year we look into buying 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 courses to improve CPD. Any findings were shared with staff
			Sustainability and suggested next steps: 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) Themed Weeks: <ul style="list-style-type: none"> • 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. 	£2,690	members. 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.	Look into what new sports we can offer for next year's sports 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.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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. Created a PE & Sport Whole School Policy for during and before COVID.	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 alongside a specialist teacher. They focus on two classes a term. We alternate classes, ensuring all staff members can observe high quality	£4000	Staff survey showed some staff members are less confident in teaching PE. Positive improvements have been made by observing the PE Specialist Teachers during the school year, although this was interrupted due to COVID. Despite this, good levels of PE were being taught across the year groups.	Continue to develop PE Leadership Skills through St Albans School Partnership and attendance at PE Annual Conference Continue to use Premier Education to support staff in teaching high quality PE lessons.

<p>COVID risk assessments specific to PE for all staff to follow.</p>	<p>teaching. The outcome of this being positive attitudes towards sport and PE.</p> <p>PE lead to attend relevant training, including PE Coordinators Meeting, Role of PE Coordinator, St Albans School Partnership updates & PE Leads Conference to assist in the development of PE across the school.</p> <p>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</p>		<p>Upon returning to the school after lockdown, PE was taught very regularly- more than the 2 hours minimum that is suggested.</p> <p>Significant training for the PE Coordinator has highlighted that our scheme is not perhaps best suited for the school and the children, especially after lockdown.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 29%

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>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.</p>	<p>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 equipment needed during PE lessons). More money was spent</p>	<p>£7000</p>	<p>A variety of playtime equipment was purchased to fill the bubble playtime bags for all classes. Allowing children to access physical activity in school.</p> <p>Skipping ropes and a football were given to our pupil premium families free of charge to use over lockdowns.</p>	<p>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 who has taken what equipment.</p> <p>Continue to review the range</p>

<p>Offer a variety of sports throughout the curriculum that cater for team/individual sports, competitive/non-competitive nature in order to allow the maximum number of children to take part in any form of physical activity.</p>	<p>on this, this year to avoid classes mixing and cross contaminating equipment in line with COVID regulations.</p> <p>Look for opportunities to further increase range of sport offered through links with clubs, sporting associations and sports people (could be achieved through the St Albans School Sports Partnership).</p> <p>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.</p>		<p>Due to lockdown and COVID, Sports Week was made a closed event only for school children. Activities still went ahead but cleaning and the COVID PE policy was implemented throughout.</p>	<p>of sports and activities that are available to all children.</p> <p>Continue to look for local opportunities that can be used to target vulnerable groups to increase participation, particularly among the younger pupils.</p> <p>Conduct a Pupil Voice about Sports Week for fresh ideas.</p>
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Key indicator 5: Increased participation 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:
<p>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.</p> <p>To increase proportion of pupils representing the school in inter competition</p> <p>To encourage and acknowledge the number of pupils who engage in competitive sport both inside and outside school</p>	<p>Support these targeted children during lesson time.</p> <p>Keep log of children who have already taken part in a competition that year- offering other events to those who have not been to any yet.</p> <p>Create links with local schools to make more events surrounding football and netball on top of those already organised through our league memberships.</p> <p>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.</p> <p>Invite outside clubs or sports people to come in and increase interest in certain sports through the use of our St Albans Schools</p>		<p>Links developed with local primary schools to expand the opportunities for Football/netball within the school.</p> <p>Increased number of competition and fixtures attended this year compared to previous year.</p> <p>Pupils report feeling better supported and more inspired to participate in other sports.</p> <p>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.</p>	<p>Lasting impact on pupils which has inspired a desire to compete or try something new.</p> <p>Preparation for competitive events by the use of mapping out the curriculum, has ensured we are more knowledgeable and familiar with the sports competition we are attending.</p> <p>Monitor participation levels to ensure that it is still having its intended impact.</p>

	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:	