

# 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:

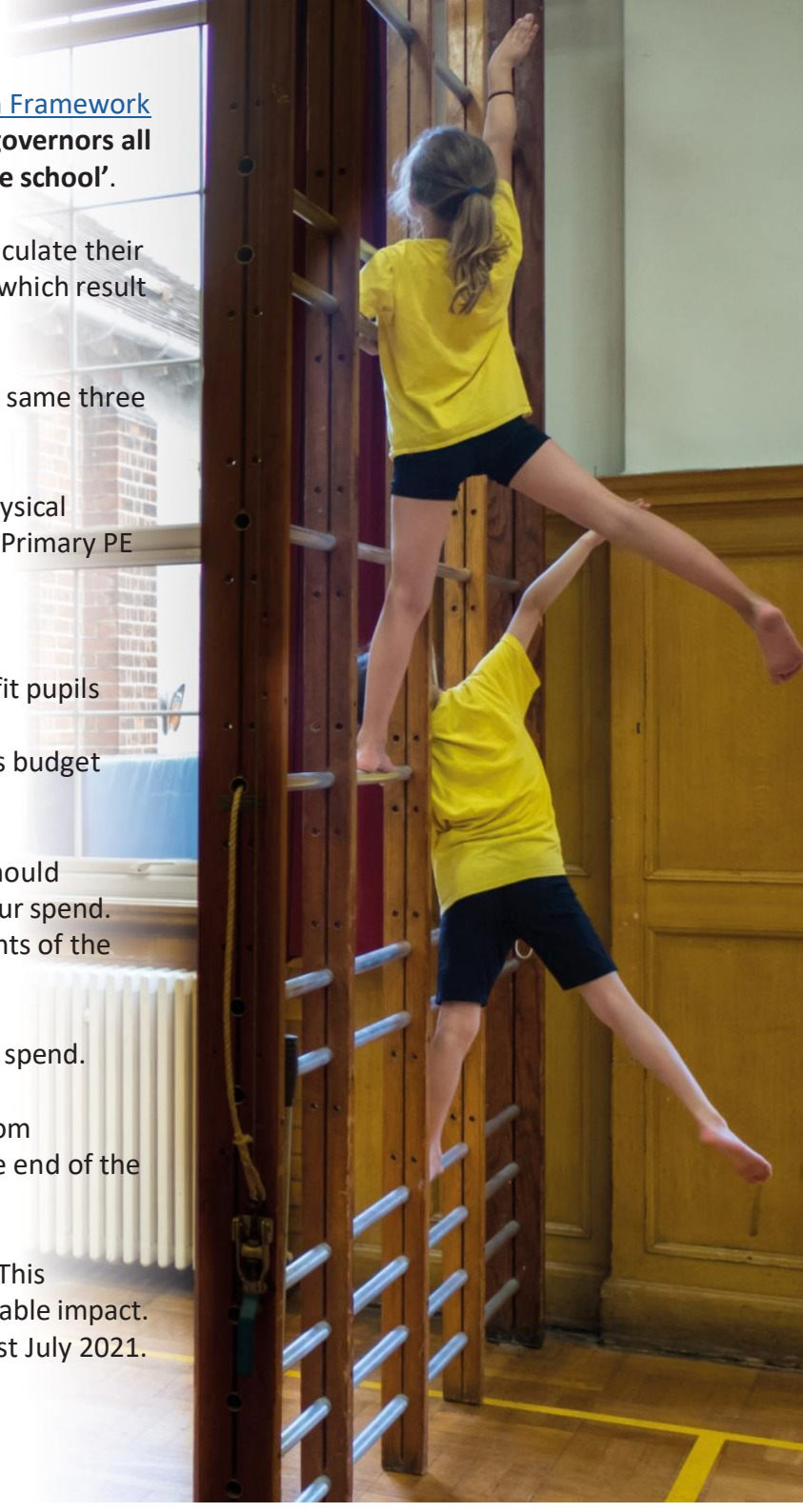
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2022** 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:
<ul style="list-style-type: none"> <li>● Accelerated achievement in swimming outcomes. Previously swimming galas an chn were offered weekly swimming lessons. Since March 2020, swimming has been on hold.</li> <li>● Gold/silver/bronze awards in school game awards over past 5 years.</li> <li>● Full competitive programme of interschool sports festivals through collaboration with NE Herts sports partnership.</li> <li>● Full programme of Forest School for each child each week supporting healthy lifestyles and positive mental health outcomes.</li> <li>● High quality teaching and learning in Sport and PE supported by expert coaches who deliver on site CPD working alongside staff.</li> <li>● Fit for life club run with our Y4 children.</li> <li>● All children active at least 1 hour a day 5/5 days a week and frequently substantially more on an additional 3/5 days a week.</li> <li>● KS2 children took part in several virtual sporting events with first place being awarded in Speed Stacking and Cross Country running.</li> </ul>	<ul style="list-style-type: none"> <li>● Improve staff subject knowledge further through CPD delivered in school which new members of staff may benefit from.</li> <li>● Improve sporting opportunities for children at lunchtime by using RTFC to train sports leaders with the older children.</li> <li>● Target those children who do not currently belong to a sports club outside school with specialist after school coaching.</li> <li>● Source a swimming coach to enable the KS2 children to resume swimming lessons</li> <li>● Upgrade trim trail area to allow more children to be more active at break and lunch times.</li> </ul>

Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES

**Total amount carried forward from 2020/2021    £10,987**

**+ Total amount for this academic year 2020/2021    £17,200**

**£28,187**

<p><b>Swimming in 2021/2022 TBC. – Didn't take place this year due to Covid restrictions in place at the time. Final decision to be made regarding swimming for 2022/23.</b></p> <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 4 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 2022.</p>	%
<p>What percentage of your current Year 4 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p><b>What percentage of your current Year 4 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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>	Yes/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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £17,200 (+ £10,987 underspend from last year = £28,187)		<b>Date Updated:</b> 9.9.21 <b>Date reviewed:</b> 16/05/22	
<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: 89%
Intent	Implementation		Imp act		
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 ensure all students have daily opportunities to participate in regular physical activities. Within any one week to include PE, school sport and physical activity</p> <p>To expand the range of skill based sporting opportunities during lunch time play.</p> <p>All children to receive at least two hours of PE teaching per week</p>	<p>All children have daily opportunities to participate in regular physical activities. These include weekly:</p> <p>PE Forest school Lunch time multi skills / football/basketball/support from RTFC</p> <p>PE is delivered by class teachers in conjunction with specialised sports coaches. Sports include tag rugby, multi skills, gymnastics , dance, cross country, netball, tennis, athletics</p> <p>Trained forest school practitioners deliver forest school active learning every morning to all classes. Details of each year allocation are on curriculum maps on school website.</p> <p>Active breaks to be built into daily timetable for all children in the classroom. Mindfulness activities will promote this.</p>		<p>Sports coach x 5 hours a week £7385</p> <p>1 midday play leader for 1 year + £3864</p> <p>£9000 0.6 of assistant FS TA</p>	<p>All pupils will be active throughout the day even on a non PE day.</p> <p>They will have mindfulness opportunities regularly to help them focus and concentrate on their learning.</p> <p>Vulnerable groups monitored and invited to join extra-curricular clubs. Pupil voice shows that children</p>	<p>Pupils have access to a sports play leader daily, and RTFC also lead sessions on Thursday lunchtimes. We have bought into the Active Maths schemes to ensure that the children are active in lessons other than PE. These have been used regularly in conjunction with the teacher planned outdoor learning across the school.</p> <p>Forest School happens every morning.</p> <p>This only happens occasionally and is more often used if the children have had a challenging lunchtime.</p> <p>RTFC sports clubs to continue funded by SPG. Vulnerable pupils have been invited to join the clubs and there has been a good uptake.</p>

<p>Physical activity at play times and lunch times to be maximised.</p>          <p>Healthy active lifestyles promoted through extra-curricular activities and through subjects such as science and PSHE.</p>	<p>Daily play leader led one hour lunchtime multi skills/sports activities Sports coach and play leader will lead one lunchtime multi-skills and sports activities twice per week</p> <p>Children to have weekly PE lessons led by Sports Coach and a weekly lesson delivered by the class teacher. A wide range of sports to be offered, as well as physical exercise. Shorter blocks of sports out of designated PE lessons to ensure children experience a wide range of sports throughout the year. Sports coach to support teachers to plan and teach effective lessons for all. Planning to be monitored and lessons observed to monitor progress and attainment throughout the year for all.</p> <p>Play leaders to promote and support with physical activity at play and lunch times and sports leaders to receive training at the beginning of each term from the Sports Coach to develop their skills so that they can implement their wide selection of playground ideas.</p> <p>Walk to school week to be promoted for whole school. Walk to school week to be monitored. Curriculum focuses e.g. Science: healthy eating. Pupil voice groups to promote healthy aspects of life e.g. Eco warriors and Sports leaders.</p>		<p>enjoy PE sessions and activities at lunchtime.</p> <p>Articles in half termly school newsletter and monthly Buntingford Journal.</p>	<p>PE updates in half termly newsletter have been happening, but we still need to send updates to the Buntingford journal.</p> <p>Staff to continue to be supported with planning PE sessions by the Sports Coach. Staff to observe sessions to gain ideas and skills for teaching a wide variety of sports. Training to include different sports that meet criteria for Sports Games Mark. Sports to be taught across the school.</p> <p>Sports leader cards/booklets to be developed. <b>As we currently have no Y4 sports leaders (put on hold due to Covid restrictions throughout the year), this is something to be developed in the next academic year.</b></p>
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				Children will make healthier choices and more children will engage in sporting activities. More children are attending the after school clubs by RTFC, and new PE equipment + trim trail have allowed more options for PE lessons and lunch time activity.
<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: £5635 spent out of £6872
<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?:	Sustainability and suggested next steps:
Staff deliver high quality PE and school sport to the children who benefit from staff continuity.  Provision of sports coach working throughout the whole school from Early Years to Year 4  Sports Partnership buy in package enabling subject leader to organize virtual events, obtain CPD for staff and self and support from SGO. Participation in regular intra sporting events through the sports partnership.	<p>Class teachers deliver sporting activities independently and year staff teams work alongside coaches to deliver high quality PE, sports and swimming to Children for a minimum of 2 hours per week.</p> <p>Sports Coach timetabled to teach at least 1 PE lesson for most/all classes from EYFS to Year 4. Sports Coach to support teachers with planning, including termly overviews.</p> <p>Teachers can observe sports coach offering specialist teaching. Range of after school clubs run, open to Reception, KS1 and KS2 children.</p> <p>Staff can receive bespoke CPD, Subject Lead has support from the SGO and children are able to participate in remote virtual events which will count towards the Sports Games mark. Children to take part in as many of the sports partnership events as possible throughout the year. Other sport events</p>	See above costs of coaching.	<p>Planning schedules</p> <p>Sports coaches up skill school staff with in situ CPD. Active literacy/maths and science and dance workshops for staff in autumn, spring and summer terms.</p> <p>Sports Mark is achieved. Children learn a range of different sports skills and receive high quality PE based teaching and learning. High uptake of after school clubs Attendance at RIB Valley Partnership Sports/virtual festivals</p> <p>Attendance certificates at courses/minutes/ notes.</p>	<p>Maintain and develop the range of sporting activities delivered by experienced staff to continue to engage all pupils.</p> <p>All teaching staff have received a virtual CPD session on how best to use the Maths of the Day resources. This has been implemented well with the outdoor learning sessions planned by the teacher on PPA afternoons as well as for use in interventions/starters to lessons in class.</p> <p>Sports Mark on hold due to the company currently running as an audit due to Covid. Hope to start this in the next academic year.</p> <p>Children to experience competitive sport</p>

<p>To continue to use – Active Maths of the day Toolkit</p>	<p>locally to be explored to give children wider opportunities.</p> <p>Children will receive Maths delivered in a fun and active way which helps to ensure that learning is fully consolidated.</p>		<p>Participation in Active Maths, Literacy and science workshops.</p> <p>As a result the school has continued membership with Active Maths of the day tool kit which provides active learning lesson plans in Maths across KS1 and 2. This supports</p> <ul style="list-style-type: none"> <li>- Raising attitudes towards Maths</li> <li>- Raising attainment in Maths</li> </ul> <p>Increasing levels of physical activity</p> <p>-Contributing to social and emotional development</p>	<p>in a fun, organised way. – This is done in class during active Maths sessions.</p> <p><b>We have not taken part in the sports partnership events due to the logistics of getting to the venue as well as transporting children. This needs to be reviewed for next year as to whether we continue this membership as there has been no interest across the school in events, even when the SL has shared these throughout the year with relevant classes. Reception and Y1 had a dance workshop in the Spring term, and the whole school experienced an Olympic athlete visit who did some activities with the children and then gave an assembly about their achievements. The school raised over £1000 for this.</b></p>
<p>Break and lunch times to have a range of activities on offer to all children.</p>	<p>Activities at break and lunch times run by the Sports leaders, Play leader and Sports Coach – looking to encourage and engage children who are less active. Break and lunch times. Large outdoor equipment is purchased to facilitate this activity.</p> <p><b>New sports equipment purchased for PE lessons eg</b></p> <ul style="list-style-type: none"> <li>• Tennis balls</li> <li>• Tennis nets</li> <li>• New football goals</li> <li>• New rounders sets</li> <li>• New hockey sticks and balls</li> <li>• Containers to store balls and other equipment in</li> <li>• Large/small soft balls for indoor use</li> <li>• Footballs</li> </ul> <p><b>New trim trail purchased.</b></p>	<p>£2141</p>	<p>Children are focussed and assessed as good or better in PE. Improved concentration and behaviour. All children are active more often.</p>	<p><b>Newsletter reflects updates on what the children have been learning in PE, but we have not taken part in any inter-school events (see above) SL passes relevant information from SGO.</b></p>
<p>Sporting events within school are promoted</p>	<p>Newsletter to report scores and outcomes of all sports events. SL to circulate information passed on from SGO.</p>		<p>Sports events to be shared and celebrated in Friday celebration assembly</p>	



				<p>Higher participation in physical activities by children that have previously been less engaged in sports.</p> <p>More interest shown in after school clubs.</p> <p>Local community clubs to host assemblies to promote themselves- e.g. tennis club</p> <p>Covid restrictions this year haven't allowed this, but we raised a significant amount of money through Sports for Champions by having an Olympic athlete come to visit and do activities with the children, followed by an assembly about their achievements.</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:
				100%
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>Staff, including support staff participate in school physical activity and sporting opportunities. This models healthy lifestyles behaviours for all children.</p> <p>SL to attend termly cluster meetings provided by HFL and local SGO.</p> <p>Teachers to develop confidence and further knowledge of PE teaching and learning to ensure consistency in the delivery of PE teaching.</p>	<p>Staff, including support staff participate in school physical activity and sporting opportunities. This models healthy lifestyles behaviours for all children.</p> <p>Sports Coach to instil knowledge of PE teaching through modelling of outstanding practice – peer observations. School coach working alongside other members of teaching staff to support planning and teaching of sessions.</p>		<p>Teachers are upskilled through PE courses and training within school and outside of school. Staff voice shows that staff have increasing confidence to offer more diverse extracurricular PE opportunities and that they know where to seek peer support and when to request specific CPD. Children are determined, focused and enjoy PE sessions. They receive a high level of teaching consistently across a wide range of sports. Observation notes. Planning monitoring. Consistency of PE teaching approach and quality provision across the school.</p>	<p>Teachers can embed new teaching skills independently.</p>

Forest School provision	Weekly sessions in the forest for all children supporting healthy lifestyles and SMSC agendas. Specific forest school training to upskill another member of staff and plan for succession. Forest school first aid Health and safety updates		Children have access to wooded environment where they are almost constantly active, fostering resilience, creativity team work and capacity to take risks within a safe environment. Benefits of informed practitioner supporting children's learning.	
Development opportunities for PE subject lead to develop new curriculum	Cluster meetings		Attendance certificates/notes/resources.	

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
100%

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?:
Additional achievements: Introduce shorter blocks of sport/PE topics to allow children to experience a wider variety in their PE lessons throughout the year.	Meet with RTFC lead to map out sports activities for the year with a focus on a broad range of activities and development of skills. RTFC to promote sports clubs <ul style="list-style-type: none"> <li>Introducing clubs during CW</li> <li>Information and flyers</li> <li>Workshops</li> </ul>		Broad range of activities offered. Equipment purchased to support this – mats for gymnastics, dodge balls etc.
Engage in local sports partnership events to provide children with a range of inter school sporting opportunities.	<b>Due to Covid we didn't map out activities for the whole school but I have made some suggestions in bold in the final column.</b>		Children have more opportunities to experience leadership opportunities in school. There is a broader range of sporting activities offered by the school by children. More opportunities for physical exercise during the school day. Pupil voice. Children engaging independent activities set up by sports coach at lunchtime.
Sport leaders to lead sporting activities for	Ensure children are included in as many sports events throughout the year as possible.		Equipment needed to incorporate new sports. <b>Clubs have been introduced after school, targeting vulnerable children</b> <b>Perhaps plan in another Ninja Warrior Day? Active writing workshops for Summer B?</b>  There is a broader range of sporting activities offered by the school. More opportunity for children to engage in range of sports with a purpose.  Leadership cards/booklets to be developed.

<p>the whole school at lunchtimes.</p> <p>Plan whole school events that promote physical activity and inspire children to take up different sports/activities.</p> <p>Re-develop trim trail area to broaden children's physical activity at lunch and break times.</p>	<p>Lunchtime activities developed by Y4 play leaders and supported by MSAs. Year 4 Sport leaders to support with a range of school sporting events e.g. Sports days.</p> <p>Plan events to fundraise and engage in physical activity that all year groups can participate in eg Schools' Race For Life/visiting athlete where children can be sponsored to complete some sporting activities.</p> <p>Source new trim trail equipment which includes a wider range of experiences than the current trim trail equipment offers.</p>	<p>£13,795 (£10,987 from the carry forward from last year)</p>	<p>Children will feel motivated and enthusiastic about physical activity when it is a high profile fundraising event.</p> <p>Children will feel motivated and enthusiastic about physical activity when there are plenty of different experiences on offer on a daily basis.</p>	<p>Research fundraising events for 21/22 – Olympic athlete visit (details above) raising over £1000 for the school</p> <p>No other events have been taken part in due to the logistics of travel to and from the only venue suggested. Possible mini Olympics for Y3 at Edwinstree in Summer B. YR and Y1 took part in dance workshops.</p> <p>New trim trail purchased with SPG underspend for £13,795.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				100%
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 offer promote and sign post children and their families to a range of competitive sporting activities.</p> <p>Continue and develop links with Rib Valley schools (including local middle schools), as well as other local schools to enable inter-school competitions throughout the year. Football league developed and expanded to include a wider number of schools and a wider area.</p> <p>Work towards getting the Sports Games Mark now that Covid restrictions have ended for schools.</p> <p>To ensure KS1 are receiving more opportunities to compete against other schools</p>	<p>Membership of the Sports Partnership facilitates the organisation of competitions and festivals across local schools. The school participates in a District Sports event each year and runs an inclusive sports day each year. Inter-school festivals are also on offer.</p> <p>Range of specific training provided for year groups to enable them to complete in sporting festivals against other schools in the local area e.g. rapid fire event. Training given during and after school for school teams led by sports coach Sports Coach to continue to liaise with local schools to develop the football league</p> <p>Register with the SG website and begin the application process for applying in May 2022.</p> <p>Share and develop ideas alongside the Sports Partnership to include KS1 in events. Support KS1 team to attend events.</p>	£1000	<p>Participation in a range of festivals and competitions.  District Sports for HA Rounders festival?  Tag Rugby festival?  Multiskills festival?  School sports day.  Children enjoy sport and have a positive image of themselves as competent learners.  Children choose to spend time practising for events outside of set training schedules.</p> <p>Sports Mark is achieved. External representation in the town by the school. Opportunity to participate in competitive sport successfully for pupils.</p> <p>KS1 children will be inspired and enjoy sporting activities even further. They will be ready for competitive sporting events in KS2.</p>	<p><b>As stated above, the school haven't taken part in any inter school events due to the logistics of getting to the venue.</b></p> <p><b>However, we had an Olympic athlete visit (details above), we will be hosting a whole school sports day in Summer B and Y3 have been invited to a mini Olympics at Edwinstree (TBC)</b></p> <p><b>Sports Games mark application to resume in 2022-23 due to the last couple of years being an audit process with no awards being issued.</b></p> <p>Pupils are inspired to continue participation in competitive games.</p>



				Sports Coach to collaborate with Sports Partnership and pupils are enthusiastic to participate in competitive sport.
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Signed off by	
Head Teacher:	Adele McMurrough
Date:	
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Date:	
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Date:	