

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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

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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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.

Created and completed by: Mrs S.M.Wickens (Headteacher)

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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Purchase of chrome books for all of KS2 pupils – enhancing active learning e.g. recording / giving feedback to PE sessions, accessing research to inform re. healthy living, using devices for personalised fitness sessions. ● Continue membership in Dacorum schools Sports Partnership ● Range of active opportunities for pupils ● Provision of online PE lessons as par of Remote Learning offer - involved all school school community during lockdown 	<ul style="list-style-type: none"> ● Development of well sequenced PE teaching and learning across the school ● Continuation of development of outdoor learning ● Increase pupil access to technical devices to support physical activity ● Investigate development of range of extra-curricular activity clubs on offer to all pupils ● Provide increased opportunities for all pupils to take part in competitive sport ● Increased engagement of all pupils in regular physical activity ● Daily routine fitness sessions ● Continue to raise the profile of PE and sport throughout the school ● Develop access to alternative sports e.g. Orienteering; Geocaching etc.

No funds were carried forward from 2019-20 academic year.

<p style="text-align: center;">Meeting national curriculum requirements for swimming and water safety.</p> <p>Due to Covid19 lockdown and restrictions, no swimming took place during 2019/20. The school have planned for swimming to recommence in September'21.</p>	
<p>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.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 over and above the national curriculum requirements. Have you used it in this way?</p>	

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: 2020/21	Total fund allocated: £16,800	Date Updated: April '21	
<p>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</p>			Percentage of total allocation:
			%
Intent	Implementation	Impact	Sustainability and suggested next steps:
<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>
<ul style="list-style-type: none"> Pupils to benefit from high quality teaching from experienced sports coaching Curriculum is developed to include opportunities for an extended range of physical activities. Pupils are able to build on prior learning and consolidate new skills in a range of settings 	<p>Ensure children are exposed to and understand the importance of warming up, warming down and have the opportunity for physical exercise in lessons. Key skills are taught progressing through the year groups.</p> <p>Engagement of specialist to deliver high quality teaching of skills .</p> <p>New Active Maths scheme purchased to support increase in daily physical activity.</p> <p>All classes have regular Forest School activities.</p> <p>Daily fitness sessions implemented in all classes timetable.</p> <p>Sporting equipment is available during less structured times of the school day.</p> <p>Children have access to equipment during play/break times to focus on sports they enjoy</p>	<p>£7,300</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Pupils have high quality of PE teaching and learning</p> <p>National Curriculum is effectively taught, with pupils being exposed to key skills</p> <p>Pupils benefit from at least 30 mins physical activity daily</p> <p>Pupils are able to apply knowledge and skills in context</p> <p>Pupil wellbeing is supported</p> <p>Pupils are engaged in active learning</p>
			<ul style="list-style-type: none"> Continue to extend specialist sports coaching within the school Enhancement of After School activities offering alternative opportunities.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (Physical Education, School Sport + Physical Activity)				Percentage of total allocation:
				%
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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ● Use PE, sport + physical activity to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. ● PESSPA supports the SDP in all 3 priority areas. ● Use PE, sport and physical activity to develop the whole person including thinking, social and personal skills ● Use physical activities to support fine and gross motor skill development ● Use role models used to engage and raise profile of positive wellbeing ● Ensure school is well resourced with high quality of sporting and outdoor equipment ● Monitoring use of schemes and whole school PE, sporting and outdoor activities to ensure high quality coverage. 	<ul style="list-style-type: none"> Employment of well qualified Forest School leader Engagement of pupils and staff in well resourced Forest School activities Audit of of resources to support PESSPA Comprehensive CPD programme Introduction of Play leaders within the school Inclusion of active learning across other curriculum areas Employment of sports coaches Opportunities for physical activities supports pupil wellbeing in action. 	<ul style="list-style-type: none"> £3000 	<ul style="list-style-type: none"> Personal development of pupils (physical skills, thinking skills, social skills and personal skills). Increased attainment, achievement, behaviour and attendance. PESSPA has an increase in profile across the school and are celebrated throughout the life of the school SMSC pupils develop collaborative skills and are confident to take risks in a safe environment. Cohesive progression of skills and knowledge throughout PESSPA sessions. Pupil voice informs the school's next steps, in development of the curriculum. School staff better equipped / more confident to teach PE in school 	<ul style="list-style-type: none"> Identify the positive impact of PESSPA throughout school, focussing on links with SEMH. Permanent employment of Forest School member of school. Review impact of SDP. Development of Play Leaders to increase interdependence.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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>
<ul style="list-style-type: none"> ● Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality school PE provision raising pupils' attainment. ● Well sequenced lessons cover appropriate areas of the National Curriculum ● Coaches employed to deliver aspect of the PE curriculum will increasingly involve teaching staff supporting lessons. 	<p>Investigation of comprehensive PE scheme</p> <p>Implementation of agreed PE scheme throughout school</p> <p>Opportunities for staff to access CPD through DSSP and links with new scheme.</p> <p>Purchase quality assured resources to support teachers and support staff.</p> <p>Classes rotated to ensure all adults from coaches expertise</p> <p>Subject Leader to attend relevant sport conferences and network meetings to gain and share relevant information.</p> <p>Liaise with other local schools to share knowledge and expertise.</p>	£1500	<p>Enhanced provision in quality of PE and teaching of sport.</p> <p>PE curriculum is well sequenced, reinforcing knowledge and skills of previous learning.</p> <p>Adults are confident in planning, delivering and assessing National Curriculum PE</p> <p>Drop In's and learning walks reflect that pupils are engaged in their learning.</p> <p>An inclusive curriculum, inspires and engages all pupils</p> <p>- Increased capacity and sustainability</p> <p>- Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</p>	<p><i>Sustainability and suggested next steps:</i></p> <p>Review of staff confidence and competence in delivering high quality PE and school sport.</p> <p>Identify relevant CPD opportunities for staff.</p> <p>Lesson drop ins indicate next steps for teacher development.</p> <p>Pupil voice reflects areas of celebration and areas of development within the extended PE curriculum</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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 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>
<ul style="list-style-type: none"> ● Provide opportunities to take part in a diverse range of sport and activities through extra-curricular clubs, competitions and events. ● Continue to offer additional physical activities and opportunities as extra curricular opportunities for all pupils. ● Provide opportunities for vulnerable pupils, those with SEND and the least active to attend exciting and varied activities through the school sport partnership. ● Families participate in local and community sporting events and activities ● Children participate in local festivals/ tournaments. ● Provide a range of sporting activities for EYFS, KS1 + KS2 pupils, through DSSP. ● Continue to develop relationships with community coaches so a broad, wide range of activities can be offered to all age groups. 	<p>Employ sports coaches to provide age appropriate extra-curricular sporting opportunities</p> <p>Inform parents/carers of local community sports clubs and activities available.</p> <p>Increase pupils range of skills through increased opportunities in school</p> <p>Website shares up-to-date information of a range of clubs currently on offer in school and the wider community.</p> <p>Children to attend the extra-curricular clubs.</p> <p>School to participate in DSSP events</p> <p>Links made with coaches and outside clubs.</p> <p>Equipment continues to provide opportunities during less structured times of the day.</p> <p>Outward bound activities are included in the extended curriculum, when Government guidelines allow.</p>	£3000	<p>Pupils are engaged and enthusiastic about their activities</p> <p>Increased pupil participation</p> <p>Enhanced quality of delivery of activities</p> <p>Increased staffing capacity and sustainability</p> <p>Enhanced inclusive extra-curricular provision</p> <p>Improved behaviour and attendance</p> <p>Increased pupil awareness of opportunities available in the community</p> <p>Improved physical, technical, tactical and mental understanding of a range of sports.</p> <p>Developed wider life skills which build on PE sessions - i.e. communication, teamwork, fair play and leadership.</p> <p>Development of collaborative working.</p>	<p>Careful selection of external provision, ensuring that they reflect opportunities for all.</p> <p>Investigate additional opportunities for KS2 pupils within the community.</p> <p>Consider whole school outward bound day at local centre.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>
<ul style="list-style-type: none"> ● Continue membership to Dacorum School Sports Partnership. ● Participate in activities and challenges organised by DSSP (currently remotely) ● Participation with local schools. ● Provide opportunities for all children to challenge themselves through school sport competitions where focus is on the process rather than the outcome. ● Provide opportunities for children with SEND, the least active and the least confident to attend competitions, events and external clubs. ● As appropriate, select children who would benefit most from the opportunities available in the Dacorum Partnership events calendar, when events take place. 	<p>Participation in the opportunities offered by Dacorum Schools Sport Partnership</p> <p>Use external coaches to run competitions to increase pupils' participation.</p> <p>Intervillage sports participation (restrictions allowing)</p> <p>School to participate in local competitive leagues, tournaments and festivals, when these resume.</p> <p>Reference to activities celebrated in Newsletter and website.</p>	<p>£2000</p>	<p>Pupils develop sense of belonging to community.</p> <p>Pride in individual and team effort.</p> <p>Pupils develop resilience in competitive environment</p>	<p>Broaden widen opportunities for pupils to participate competitive events</p> <p>Investigate activities with the 2 other Gaddesden schools.</p> <p>Review attendance data and identify children for appropriate opportunities.</p> <p>Enrollment in next term's events.</p>

Signed off by:- Mrs S.M.Wickens : Headteacher	Date: April '21	Subject leader: Mr A Young	Governor:
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