

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](https://www.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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£11398.24
Total amount allocated for 2020/21	£19560.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£27118.24
Total amount allocated for 2021/22	£19540
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£46658.24

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 2020. Please see note above	No swimming lessons in 2020/21
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	No swimming lessons in 2020/21
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No swimming lessons in 2020/21
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?	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.

Academic Year: 2020/21		Total fund allocated:	Date Updated:	
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: 1.3%
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:
Opportunities for pupils not engaged in regular physical activities to take part in physical activity sessions.	With support of Kid Fit, children accessed lunch time activities.	£255.76	Kid Fit run lunch time activities on rotation for all classes of the school to enable all children to take part in regular activities out of their lesson times.	When pandemic situation allows, extend the offer and organise after school clubs to maximise the potential of improvement.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1%
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 ensure PE is being taught and enjoyed throughout the school.	Creating a Safe Equipment cleaning corner. Cleaning every single piece of equipment after each use to give children, parents and families the confidence to take part in PE and physical activities.	£157.34	Safe distance grids (2m) for PE marked in the playground, allowing safe exercising and minimising the risk of catching the Covid-19 virus. This gave the confidence to children PE can be	Continue teaching, and cleaning equipment regularly following the government's advice.

Created by:



Supported by:



			taught in a new innovative and safe way, despite parents' concerns. Every child played in PE lessons with disinfected equipment, used clean mats for gymnastics, etc.	
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.6%
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 determine how to teach a safe and challenging PE lesson. To attend training and webinars on how to teach PE effectively during the pandemic situation.	Provide children with safe PE lessons and activities during lockdown and throughout the pandemic, as well as in the future lockdowns. Teachers challenge children to take part in individual competitions during lesson times. To find a way to teach a wide range sports and activities.	£115	Buying into the AfPE membership has enabled the school to access a large network for Physical Education, their resources for lockdown PE lessons, challenges, and virtual tournaments. Advice and support given by AfPE in the unprecedented times was invaluable. Purchase of rewards for the children. Bank of resource has been created and shared with all staff. Regular PE teacher's input in staff meetings, updating teachers via digital channels, exercise cards, challenges. In the challenging 2020-21 we were creating our own videos - age appropriate exercise videos for children for viewing and following at home, or at school.	Create a bank of resources for distant learning, support possible distant teaching/learning in the future. PE coordinator to support teachers in further lessons and organise an intra school competition together with them.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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:
Provide children with a range of activities that can be safe for use at home and school	To plan and teach a variety of topics in a safe way, preventing the spread of the Covid-19	£2501.90	Having access to training and advice from AfPE, KHSSP, YouthSportTrust, and other bodies advising on PE, children can access activities and sports. Teachers follow risk assessment by LA's and CPS's risk assessment. We purchased equipment packs for every single child to be able to access physical activities in a safe way (balls, skipping ropes, ..) Children use the equipment in their PE lessons and during active break times.	Children keep the equipment in their classes for the next year and can access it at any breaktime. A bank of exercises and challenges has been created for home learning, Chalkhill's own videos available.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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 engage in more inter-school competitions.	Continue to ensure a wide range of sports are offered at a competitive level with teams which are equally matched in sporting ability, as provided by Kingsbury High SSP and YouthSportTrust. Create your own in-house competitions.	£810	Whilst external sporting events were not on offer, our children now take part in the Daily Mile. Classes took part in a timed skipping challenge, with various targets for different year groups. We organised a Whole school skipping competition and results were displayed in the sports hall. During lockdowns, children took part in a large amount whole-school challenges and virtual competitions.	If the pandemic situation allows, organise extra school competitions. If not, focus will be on intra-school competitions.