

# 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](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. **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 2022. 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 2019/20	£ 3648. 51
Total amount allocated for 2020/21	£ 17,550
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17,730
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,730

## 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><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>Currently, we do not have Y6 pupils so this is not applicable to our school.</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><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 2020.</p> <p>Please see note above</p>	<p>0%</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>Please see note above</p>	<p>0%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>0%</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?

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> £17,730		<b>Date Updated:</b> 28/7/22	
<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: 24.25%
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?:
Find innovative ways to improve fitness, stamina and behaviour for learning.	<ul style="list-style-type: none"> <li>-continue to liaise with Youth Sports Trust and inner city schools to find appropriate ways to action.</li> <li>--Use of new Trim trail to facilitate higher levels of activity.</li> <li>-Increased levels of classroom activity throughout the day</li> </ul>		£0	<ul style="list-style-type: none"> <li>-ch able to run further for longer.</li> <li>Ch engaged in PBs and personal challenge. Ch's behaviour improves as a result.</li> </ul>
Raise profile of Active 30:30 and Personal Challenge in order to increase children's activity levels up to government recommendations.	<ul style="list-style-type: none"> <li>-PE Co-ordinator explore extra opportunities via Get Set network-release time for cover</li> <li>-Use of new Trim trail to facilitate higher levels of activity.</li> </ul>		£400	<ul style="list-style-type: none"> <li>-All pupils demonstrate increased level of activity in line with Government targets.</li> <li>-Children able to talk positively about physical effects of being more active.</li> </ul>
Get set for Tennis- links with outside agency to raise profile of tennis for primary age children- in curriculum time and after school club.	PE co-ord to liaise with tennis club to facilitate opportunities.		£87.83 expenses	<ul style="list-style-type: none"> <li>Children upskilled in tennis and experience of a new sport.</li> <li>Children engaging in physical activity.</li> </ul>

5 a day and Jump Start Jonny subscription: access to resources to increase activity by 5 minutes each session	PE Co-ord to explore free trial and roll out to whole school.	£380	Increased levels of classroom activity throughout the day Range of resources available	Positive outlook for children- improved behaviour for learning and increased stamina/fitness.
Resources - gym mats, volleyball net, netball bibs, handball kit, Speed stacking resources	Resources updated and children have access to broad range of sports- increasing capacity as a growing school	£786.85	Ch accessing wide range of activities - ch report positively on the range of activities offered	Pathways sourced for children; role models for younger children.
Continue to extend our status as a 'skipping school' in order to improve general fitness of pupils appropriate to the school space.	-Ch skipping as part of their warm up in PE lessons -Teachers use skipping videos to teach the skills from SKip-hop -Engage Lee from Skip hop	£650	-All pupils involved in additional activity throughout week. -Skipping firmly embedded across the whole school. -Ch show range of skipping skills	-We are established as a 'skipping school' and skipping is firmly embedded in school day.
-Continue to develop MSA training- Positive Playtimes- to upskill MSAs to be confident to deliver high quality provision to children during lunchtimes. -Quality outdoor equipment to be purchased- positive play equipment -LSA in place at lunchtimes to ensure activity levels and safe playground games.	-Book MSAs onto training- time to disseminate knowledge. -MSAs and SLT to liaise on purchasing appropriate, high quality equipment. -LSA to share knowledge and expertise. -PE Lead to engage with DSPL9 regarding positive playtimes.	£480.09	-Positive playtimes experienced by all children and MSAs- increase of activity levels and skills displayed by children.	-Planned resources/equipment for KS2 and a broad range of activities. -MSAs to disseminate knowledge to new staff as part of CPD -Regular INSET training to gather ideas.
MSA training and lunchtime improvement explored through Better Lunchtimes Mark	PE Co-ord to explore Better Lunchtimes mark and liaise with lunchtime staff to implement ongoing	£1,490.36	-Positive playtimes experienced by all children and MSAs- increase of activity levels and skills displayed by children.	Example to other 'urban' schools regarding small footprint and successful lunchtimes.

Raise physical activity for SEND children	Sensory Circuits implementation and purchase of resources to facilitate	£24.68	Children with SEND participating regularly in physical activity within small groups	All children regularly engaging; sensory circuits established as key routine for SEND ch.
<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: 30%
<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:
OPAL programme implementation	school improvement programme to strategically and sustainably improve the quality of play opportunities.	£5300	Ch experience happy, active lunchtimes and comment positively on their experiences	Become a flag ship school for urban footprint
Netball and Football club for Y5 children established KIT to be sponsored by local business	Ch to be given free opportunity to join football/netball club and become ambassadors for school- the first teams of St John's	£0	Ch able to play football/netball and be ready for Y6 competitions	St John's firmly established as a netballing/footballing school, regularly participating in leagues and potentially winning trophies.
Improve communication with parents in terms of PE and sport: pupils and parents will be more engaged and able to discuss and celebrate events in school. Active 30:30 Coach George	-Update website with reports of school events and class lessons -Class dojo -Achievements celebrated. -Photographs. - IT Apprentice to update website. -Signposts to External clubs made available.	£0	-Website/newsletter reflects range of PE and sporting opportunities. -Parent/pupil feedback demonstrate raised profile. -Child and parent engagement improved in light of advertisement to parents.	-To continue to engage parents/governors- invite parents to support extra-curricular clubs.

Further develop the role of a sports council/school Games ambassadors (Active Eagles) throughout the school.	-PE Lead work with Active Eagles to engage the ch in leading Collective Worships and new initiatives in PE/Sport across the school.	£0	-Profile of PE/sport raised across school. -Active Eagles able to promote sport and set a good example to other children.	-Profile of PE and sport raised to a level whereby parents and children actively engage in activities together.
Join afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully updated regarding policy/practice and Ofsted guidelines.	-PE Lead/HT/SBM to purchase and ensure key policies etc are put in place -information disseminated in staff meetings so teaching staff are also informed	£95	-Fully updated staff members -Ch advantaged by updated policy/practice  H&S guidelines updated	-explore whether to continue membership

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				2.1%
<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:



-Teachers confident and upskilled in deliver of PE curriculum	-Get Set 4 PE network resource purchased as part of whole school improvement -regular CPD opportunities made available for all staff through the Get Set 4 PE network	£0 continued subscription	-Teachers more confident across a range of activities and able to use this knowledge with others.	-Teachers to continue to team teach and upskill colleagues. -Teachers to gain relevant qualifications in specific sports.
To upskill teachers in how to teach new sports	Tennis Y2- Get set 4 Tennis offering sessions (see KI 1)	£0 (see KI1)	-Teachers more confident across a range of activities and able to use this knowledge with others.	-Teachers to continue to team teach and upskill colleagues. -Teachers to gain relevant qualifications in specific sports.
Staff member to obtain coaching qualification for football	Staff member Level 1 football coach qualification in order to teach sessions to y5 pupils	£160	Teacher more proficient in coaching football at local level	More staff members trained across various sports.
In order to ensure progress and achievement of all pupils, the focus is on up-skilling all staff: teachers to attend courses and disseminate information to all staff.	-if COVID allows -PE Lead to attend PLT Conference and investigate relevant courses. -Teachers to attend PE courses to upskill in relevant areas.	£0	-Subject leader enabled to lead professional learning for all staff. -Increased subject knowledge across all staff and across all year groups.	Teachers to attend accredited courses to gain level 1 or 2 qualifications.
ECT training in PE	Challenge Sports Education workshop for ECTs to attend	£20 £200 release time	ECT more confident in delivery of warm up/cool down activities and able to share with other staff	Breadth of activities- more staff able to pool resources and share ideas.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 20.75%
<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:
Plan to hold another inspirational 'Sports Week' which will include a range of activities to engage all pupils.	All-inclusive week incorporating activities including: Mini-athletics cricket netball skateboarding circus skills athlete visit	£1553.34	-Pupil/parent feedback shows positive reflections on activities offered. -Ch excited to engage and discuss their experiences. - Ch enabled to experience new sports -ch able to engage in competition (inter and intra) -target less active ch and encourage attendance at club -broader range of activities on offer	-Embed 'Wonder Days' throughout school year. -Sports ambassadors to lead in future. -22/23 explore how to hold Sports Day
-Develop the wide range of activities offered to pupils within the curriculum.  -Increase range of PE covered on a weekly basis	-Get Set 4 PE resource purchased -resources purchased to aid new curriculum -Purchase Maypole dancing and country dancing SoW to deliver high quality provision.	-£ see KI3 -£ see KI 1  £179.70	-Children (including those from disadvantaged and PP backgrounds) able to access an exciting range of activities -More children active and participating in activities. -Teachers confident to teach a range of sports/skills. -Children gain new experiences and have opportunities beyond their home-life experiences	-Staff will work together and share good practice which will lead to greater confidence -Good networks with external clubs established with pathways signposted. -Maypole dancing embedded as school curriculum- enter local summer festivals- perform at summer fayre.

Maypole Workshop	Hold a workshop as intro for Y3 classes in order to upskill teachers and demonstrate and inspire children	£230	-Children engaged and inspired to learn Maypole -teachers confident to teach Maypole	-Children increased awareness of British cultural tradition
'Forest Days' organised for whole school enrichment days	-Staff to explore appropriate Forest Days to enhance physical activity levels. -Book onto Forest Days.	£1120	-Children are able to explore physical environment and be physically active. -Positive pupil voice. Evidence from Forest day shows high activity levels and full participation by all children.	-Links established with local 'Forest schools' that can be utilised. -Member of staff to train as Forest leader.
Invest in high quality cooking resources and an innovative cooking programme to use across the whole school. To promote healthy lifestyles.	PE Lead to liaise with cookery expert to order correct items and draft menus in order to help educate children into healthy lifestyles.	£596.26	-ch able to discuss impact of diet on a healthy lifestyle -strong links forged between Phys Activity and diet as part of lifestyle -ch able to plan and create their own healthy menu choices	-ch able to contribute to whole school menu -ch able to cook and cater for Gobs

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16.5%
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 join the Watford and Hertsmere School Sports Trust: provide training to improve knowledge of PLT in leading the subject throughout school. To enter inter-school competitions and festivals.	-Join partnership at Competition level. -PLT to attend Partnership conferences/training.	£1359	-The leadership capacity for PE is further developed and network of support/contacts is extended. -Children taking part in inter-school festivals/competitions (ie dance, gym etc)	PE Co-ord to continue to liaise with local schools in order to maintain level of inter-school competitions.
-Mini-bus/coach hire to travel to and from sporting events <b>IF COVID ALLOWS</b>	-For pupils to attend interschool competitive sports festivals.	£1575	-Children able to participate in range of competitions; staff not reliant on parent support to help with transport.	PE Co-ord to investigate purchase of mini-bus.

Signed off by	
Head Teacher:	Anna Pyatt
Date:	28/7/22
Subject Leader:	Anna Pyatt and Helen Sparksman
Date:	28/7/22
Governor:	Jo Conn

Date:	28/7/22
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