

# 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:



YOUTH  
SPORT  
TRUST

Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4,500
Total amount allocated for 2020/21	£19,290
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,298
Total amount allocated for 2021/22	£18,980
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,278

## Swimming Data

Please report on your Swimming Data below.

<p>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. <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>	Swimming lessons will commence in Autumn term 2022.
<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 2020. Please see note above</p>	28%
<p>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</p>	40%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	13%
<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.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation:	
			%	
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:
Increased awareness of what constitutes a healthy lifestyle and increased participation in sport and exercise. Pupils develop enthusiasm for being healthy and active.	<ul style="list-style-type: none"> <li>Competitions between other schools.</li> <li>Olympic athlete circuit training with each class.</li> </ul> After school clubs.	£1685	<ul style="list-style-type: none"> <li>Pupil Voice</li> <li>Following the athlete circuit event, children are interested in how to keep fit and what it takes to become a professional athlete.</li> </ul>	<ul style="list-style-type: none"> <li>Invite other athlete visitors</li> <li>Give children more opportunity for circuit training activities.</li> <li>More exposure to professional athletes and their career flight paths.</li> </ul>
<ul style="list-style-type: none"> <li>Greater confidence and progress in cycling skills.</li> </ul>	<ul style="list-style-type: none"> <li>Walk to school week</li> <li>Cycling proficiency training</li> <li>Bike It Week and ongoing events</li> </ul>		<ul style="list-style-type: none"> <li>Bike Ability Training - Children are very confident on bikes and are showing excellent road safety. Parents have commented on the skills the children have acquired.</li> </ul>	<ul style="list-style-type: none"> <li>To keep up children's awareness of safety on a bike.</li> </ul>
90% of pupils at the end of KS2 will be able to swim 25 Metres unaided.	<b>Due to COVID 19 the following has not been able to be implemented this year, as yet</b>  Additional swimming lessons (KS2 pupils).			To be implemented in 2022/23

	<ul style="list-style-type: none"> <li>At least 2 terms of swimming over 2 years. One term for years 5 and 6.</li> </ul>			
<b>Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<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:
The profile of PE and sport being raised across the school as a tool for whole school improvement.	<ul style="list-style-type: none"> <li>All classes receive 2 hours of PE per week.</li> <li>Specialist coaches and organisations are employed to add value to PE and school sport within the school.</li> <li>Each year group has been provided with a coach for at least one term.</li> <li>Linking Skills Builder practise to PE lessons.</li> </ul>	£7235	<p>The school is a Level 2 UNICEF Rights Respecting school.</p> <p>PE curriculum has contributed towards pupils' positive behaviour and sense of fair play.</p> <p>Children are more confident in developing and utilising their skills in P.E and are showing more enthusiasm and interest in being participants and spectators in sports.</p>	<p>Continue to provide a diverse range of sporting activities lead by external coaches.</p> <p>Encourage links with the rights respecting articles and Skills Builder skills, to be explicitly made by teachers and external coaches.</p>
Broader experience to a range of sports and activities offered to all pupils.	<ul style="list-style-type: none"> <li>Engage 20% of the school in extracurricular sporting and physical activity every week.</li> <li>Develop more intra-school competitions for pupils to experience competitions on a school level.</li> </ul>		<p>All year groups have had access to after school extra curricular sporting activities.</p> <p>Year 5 and 6 have been exposed to intra-school competitions.</p>	Formalise intra-school competitions by holding formal trials and coaching children in a wider range of sports beyond football.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Increased confidence, knowledge and skills of all staff in teaching PE and sport.	<ul style="list-style-type: none"> <li>• Fit For Life Youth coaches (Football, Basketball, Athletics)</li> <li>• Dance coaches</li> <li>• London Sports Trust (Nursery Games, Tennis, Invasion Games, Multi Sports, Athletics)</li> <li>• Use of PE Hub planning and assessment tools used across the school.</li> </ul>	£1925	<p>A broad range of challenging and inclusive experiences is offered for all of the pupils. Each year group receives 12 – 18 weeks of specialist PE/sports coaching covering 2-3 activities over the year. Class teachers are engaged in all coaching lessons. Consequently, staff receive high quality training and professional development.</p> <ul style="list-style-type: none"> <li>• Teachers will have more confidence in delivering and assessing lessons using the planning and assessment resources from PE Hub.</li> </ul>	Provide teachers with a range of strategies and activities to include in planning.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements:</p> <p>The engagement of all pupils in regular physical activity - kick starting healthy active lifestyles.</p>	<ul style="list-style-type: none"> <li>Football, Multi-sports, Aerobics, allotment, Dance, Fit Club, Energy Kids. This will give pupils more exposure to enhanced facilities, coaching, leagues, schemes and tournaments.</li> </ul>	<p>£5425</p>	<p>The school offers a wide range of extra-curricular clubs. The planned impact is to increase pupil participation across a wide range of sports and activities.</p> <p>Higher number of girls interested in football through Mayors Cup tournaments.</p> <ul style="list-style-type: none"> <li>Higher numbers of pupils attend after school clubs compared to last year and start to take up more sporting activities outside of school time.</li> </ul>	<p>Formalise intra-school competitions by holding formal trials and coaching children in a wider range of sports beyond football.</p> <p>Explicitly teach the link between physical health and an active lifestyle.</p>
---	--	--------------	--	---



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Increased participation in competitive sport.	<ul style="list-style-type: none"> <li>• Children are given chances to compete against each other within the PE curriculum and clubs.</li> <li>• KS1 and KS2 Sports Day.</li> <li>• Hammersmith and Fulham Primary Schools Association affiliation – Football, Indoor Athletics, Mayor's Cup football tournament,</li> <li>• Football friendlies against other schools.</li> </ul>	£1090	More pupils are able to access a range of competitive sport activities (against themselves, others, both in school and against other schools).	<p>Formalise intra-school competitions by holding formal trials and coaching children in a wider range of sports beyond football.</p> <p>Encourage participation in swimming galas, athletics and multisports competitions.</p>

Signed off by	
Head Teacher:	<i>Anita Nargie</i>
Date:	29 <sup>th</sup> July 2022
Subject Leader:	S. Sunmor    B. Boudarka
Date:	22/7/2022
Governor:	
Date:	

