

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](#)

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£23,200
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£23,200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,200

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>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</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>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.</p> <p>Please see note above</p>	32%
<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>	32%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	32%

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

Academic Year: 2021/22		Total fund allocated: 23,200	Date Updated: September 2021	
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:
				%
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 attentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop sports leaders to run activities in both KS1 & KS2 playgrounds during lunchtime.	Children to apply for sports leader posts. Potential Sports Leaders identified and training to take place .	£7000	20 Sports leaders have been trained this academic year. They are timetabled to support, join in and run activities in both KS1 & 2 playgrounds. Sports leaders' confidence and subject knowledge has increased and children in the playgrounds are benefitting from organised, fun group and individual activities.	10 of the sports leaders are currently in years 4 and 5. They have done 2 terms of their role. They will be ready to hit the ground running at the beginning of the new academic year and we will then begin training for new sports leaders.
Ensure a range of after school sporting clubs are available for all year groups.	Devise an annual programme of sports clubs ensuring that they cater for children's different needs.		24 sporting clubs have allowed a wide range of children across both KS1 & 2 to improve and learn new skills. Clubs have ranged from generic sports, table tennis, gymnastics to bike club. Children attending have improved their skills, learnt new	To continue with a varied club programme next year. To encourage children to attend who might not have attended this year.

To enhance the physical development of children in EYFS.	EYFS gross motor/outdoor physical play equipment to be used for outdoor play and PE lessons.		games and rules. Some have improved their fitness. Additional equipment has been introduced into EYFS play/lessons: hula hoops, cones, balls, bats etc to help the children to practise and repeat fundamental skills. During lesson time children have their own equipment to experiment with and through guided teaching, improve their physical development. In addition, 30 children have benefitted from fine and gross motor skill interventions on a weekly basis.	To continue with planned interventions with children who are struggling with the fine and gross motor skills. Ensure additional equipment is purchased and distributed throughout the academic year for EYFS play.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 attentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Maintain Platinum kitemark.	Highlight and share a case study/evaluation of our outstanding practice with the YST.	£2000	Platinum kitemark maintained. Showing that we put physical activity and competitive sport at the heart of what we do which provides more young people with the opportunity to compete and achieve their personal best.	Maintain the standard. There are no higher kitemarks to achieve.
To enhance the physical development/fundamental skills of children in EYFS & KS1 during curriculum time.	Ensure fundamental movements and multi skills are planned for each half term.		Planned, varied multi skills lessons have enabled children to embed fundamental movement skills. Children are more competent and confident with all locomotor skills and with their bodies in space.	To continue to focus on multi skills and ensure that lesson time focuses on 'me and my equipment' so that all children develop the fundamental movement skills ready for transition into KS2.
All pupils participate in an intra competition every half term.	Increase the number of intra competitions throughout the academic year to ensure all children have more opportunities to compete.		100% of children have experienced intra competition. Athletics competitions have shown that children are improving their personal best whilst competing for the house team.	To include a range of competitions so children have the opportunity to excel in other areas.
Children given opportunities to participate in inter competitions.			Curwen has attended 8 competitions and 5 festivals. With 3 more competitions still to take place. Out of the 8 competitions entered we have won 7. Festivals are not competitive but give children a taste of a range of activities and to help improve self confidence	To continue to take part in a range of competitions for all ages.

Display awards and trophies prominently.	Show our achievements to all visitors and the school community.		and competence. We have added 7 more trophies to the display cabinet this year. They are displayed proudly in the reception area for all of the school community to see.	We may need to order a bigger trophy cabinet!
To increase the knowledge of dances across the world.	Create a whole school carnival focusing on dances from different cultures and countries.		Carnival this year saw dances from 11 different countries. Children learned a mixture of traditional, Irish and modern dances. They learnt about the culture of that country and some languages too.	To ensure that the carnival is planned for the international week to maximise knowledge and understanding of different cultures and customs.

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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
To ensure good/outstanding teaching in PE is increasingly consistent.	To plan learning walks, observations and assessment weeks into the curriculum.	£7800	Learning walks and the TTLT development day show that teaching is consistently good/outstanding. Teachers' subject knowledge is strong and children are making good progress in lessons. Equipment is used appropriately, pace is good and questioning is strong.	To continue to monitor the delivery of PE across the school.
To provide more opportunities for PE staff to team teach with each other.	Team teach rota devised. Staff to learn from others' strengths and areas of expertise.	School Sports Coaches £25,000 (school)	Some gymnastics and rounders team taking has taken place. This has upskilled those staff involved.	To look at staffing for next year and to plan times over the year to team teach.
SL to attend leadership training sessions in order to develop practice within PE and establish links with other schools and expertise available.	Share courses and training opportunities with staff to promote increased subject knowledge.		Information gained at subject leader meetings shared with all staff.	To ensure termly subject leader meetings are planned into the timetable for next year.
Provide staff meeting time, and signpost opportunities for CPD to support staff with development of subject knowledge in PE.	Seek out and plan cpd opportunities for all PE staff. To include physical and online courses and in-house training.		3 staff attended level 5 primary specialism course. This enabled them to understand how to improve the overall leadership and management of the delivery of physical education.	To continue to provide cpd opportunities for all staff.
To become affiliated to the association for PE.	Pay afPE for membership to keep abreast of initiatives, health and safety and news.	£200	Membership to carry forward.	To subscribe to afPE

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:
Pupils are excited and engaged when in school, and make the most of opportunities offered.	<p>Ensure that lessons allow opportunities for all pupils to be able to work independently.</p> <p>Organise sports trips and festivals</p> <p>Develop pupils' confidence, independence and teamwork through opportunities for outdoor and adventurous activities.</p>	<p>£5700</p> <p>Fairplay House £14,000 (school)</p> <p>Lake District £24,000 (school)</p> <p>Cheshunt £4000 (school)</p>	<p>The PE curriculum is broad and exciting. Areas of activity include: boxing, archery, boccia, tri golf, gymnastics, dance etc. This allows children to experience a range of activities and to develop and hone skills. A variety of clubs are on offer both during the day and after school and children access both intra and inter competitions and festivals. Years 4, 5 and 6 have also attended outdoor and adventurous activity residentials including Cheshunt, Outward Bound and Fairplay House. Children say they love PE and enjoy the activities on offer. They appreciate the adults in the PE team and have grown in confidence in subject knowledge, skill, confidence, independence and teamwork.</p> <p>101 children in years 5 and 6 have achieved their level 1 cycling</p>	<p>To ensure the curriculum remains broad and balanced and that children experience activities off site in different environments.</p> <p>Build in time for EYFS cycling sessions and for level 1 & 2</p>
Continue to use a bike specialist to provide opportunities to cycle during	Timetable cycling sessions for			

the school day, and to participate in the Bikeability Level 1 and 2 training.	different year groups. Plan and organise the training for the level 1 and 2 courses.		<p>proficiency award.</p> <p>120 Reception children have received weekly cycling lessons throughout the academic year. Children are more competent at using balance and/or bikes.</p>	cycling proficiency awards into the curriculum.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
All pupils to participate in Level 1 (intra)competitions throughout the year.	To build in intra competitions for each half term. To include gymnastics, athletics and games.	£500	100% of children competed in the intra competitions. Children enjoyed showcasing their gymnastics, their standard of performance greatly improved and they enjoyed the competitive element of the athletics and games competitions. With athletics, children were able to beat their personal best scores each time and in the games elements, children's understanding of rules and teamwork were enhanced.	To continue to plan for level 1 competitions so the children experience one each half term.
Increase participation in Level 2 competitions.	To enter both the TTLT and Newham inter competitions. Include KS1, KS2 and SEND.		We entered 8 competitions and 5 festivals. We won 7 of the sports competitions. This highlights how successful teaching has been to enable children to have the skills to compete at a high level.	To continue to engage in both the TTLT and Newham inter competitions. To ensure this Includes KS1, KS2 and SEND.
Pupils to develop their sporting attitude, focusing on our school games values (respect, resilience, responsibility, kindness, aspiration and courage) and our learning	To build into the curriculum and highlight at competitions sporting values.		This has evolved over the year to include the Curwen Core Skills. There has been a focus on these during all lessons. The skills have been incorporated into the planning and the children can articulate what they	To highlight and improve on the Curwen core skills during the new academic year.

behaviours (collaboration, independence, engagement and perseverance)			are working towards to improve. Children are aware of rules and fair play, and know what it is like to be successful and to fail. All children are encouraged to show support to one another no matter the outcome.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	