

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

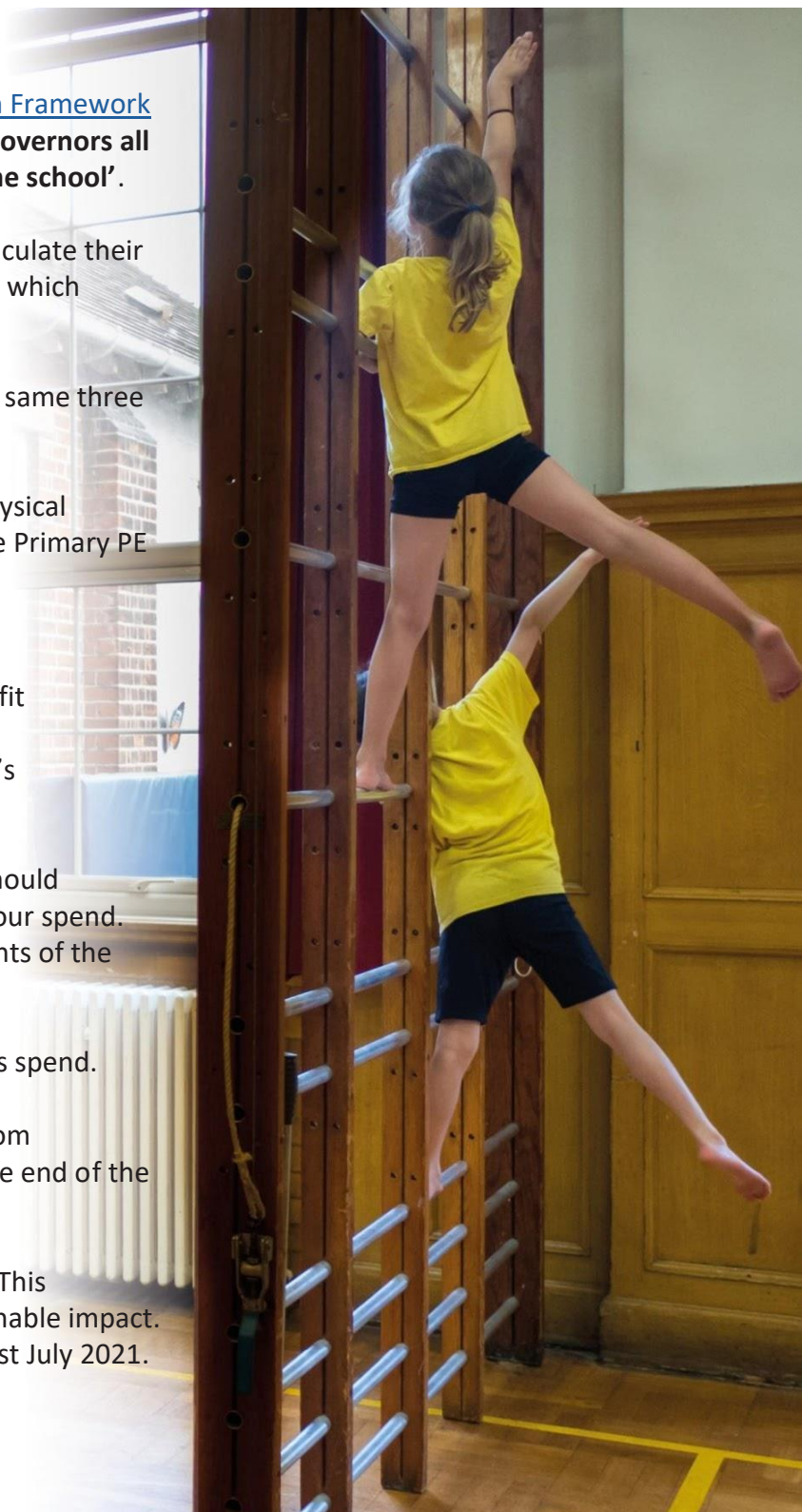
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Learning Focus Weeks show that the teaching of PE is 'Good' or 'Outstanding' in years Reception, 1 and 6 and delivery is consistent across the whole school. ● Half termly moderation of assessment with all PE staff shows consistency of teaching and learning. ● All the PE Team have had the opportunity to work with and team teach with the subject leader. This has greatly improved the confidence of staff which has been reflected during lesson observations. ● Discussions during PPA have identified children underperforming, with staff supporting them in lesson time. ● Children who work at Greater Depth are constantly being identified. ● Whole PE team cpd in Level 1BG Gymnastics and Awareness of Autism in PE has helped improve confidence and subject knowledge of all PE staff. ● Learning Ladders have continued to be used by all staff and are continually updated during the academic year. ● Both Key Stage 1 and 2 have had the opportunity to represent Curwen at competition. ● 23 are PESS clubs have taken place, These were open to all ages from Sept 19 to Lockdown Mar 20. ● Holiday clubs ran during October half term and February half term. ● Bike club takes place every Friday. Families with children from Rec to Year 6 take part. ● Children in year 4 spent the day at Stubbers Outdoor Centre. (Sept 2019) 	<ul style="list-style-type: none"> ● To provide opportunities for PE staff to team teach with each other to learn from an individual's strength and area of expertise. – Continue professional development to upskill all staff. ● To build in more PE moderation throughout the academic year. – To increase accuracy of assessment and share leadership qualities. ● Continue to provide opportunities for more 'intra' competitions in light of Covid-19. – Less or no inter competitions taking place. NCPE to be fulfilled. ● To train midday supervisors in active play activities. - Children have more structured physical activities during lunch and play time. ● Further develop sports leaders to run activities during lunchtime. – Continue to upskill children and add to the existing cohort. ● To continue to deliver level 1 and 2 bikeability cycle courses. – Our children need more confidence when cycling. ● To develop active maths across year 4. – To support the year group with the times tables challenge. ● Continue to review the NCPE offer. Include new areas of physical activity – Ultimate Frisbee.

- Children in year 5 spent the night at Cheshunt outdoor Centre (Oct 2019)

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0

+ Total amount for this academic year 2020/2021 £23,200

= Total to be spent by 31st July 2021 £23,200

<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 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 2021.</p> <p>Please see note above.</p>	<p>9% Taken from the end of year 5 data. One off testing session in preparation for year 6 lessons.</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>9% Taken from the end of year 5 data. One off testing session in preparation for year 6 lessons.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% of the cohort carried out water safety training.</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>	<p>Bought Swim Pix resource pack ready to be used during water based lessons. £600</p> <p>2 X Sen staff attended theory water training</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

Academic Year: 2020/21	Total fund allocated: £23200	Date Updated: 5.7.21		
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:
				30%
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 train midday supervisors in active play activities.	All midday supervisors to attend training. PE subject leader and PE team to deliver activities that will enable all children to access. A range of activities, with and without equipment to be delivered. Purchase equipment for active play.	£5000	A range of games and activities are taking place on a daily basis. Staff knowledge has increased and adults are more engaged with the children. Children have a range of games they can play together.	Ongoing training to take place in the new academic year. Playground equipment to be replaced to top up current equipment.
Further develop sports leaders to run activities during lunchtime.	Sports Leaders to run daily activities for KS1.			New sports leaders to be trained to ensure continuity.
In light of Covid-19 to develop opportunities for all children to take part in an after school PESS club.	100% of children have the opportunity to attend clubs – Covid dependant.			To continue to open up clubs for all children across the school. To maintain a wide range of sporting clubs.
			Children attending clubs have continued to work as a team. They have increased their knowledge of the games/rules and skill level and fitness has increased.	

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.	£2000	Balance, agility and coordination has greatly improved in all children. Children are more confident and use equipment with greater control and skill.	To buy more of a range of balls, bats, hoops, quoits etc for EYFS to use on a daily basis
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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 develop active maths to support the delivery of times tables.	Active maths lessons planned for year 4 pupils to support the times tables challenge.	£2000	Practise and repetition has enabled children to feel more confident when in maths lessons. Some pre teaching has helped to support the class teacher.	A bank of resources can be used with next year 4s.
To provide more opportunities to moderate PE throughout the academic year.	Days for moderation planned. To increase accuracy of assessment for all staff.		Triangulation of data enables staff to target children that need additional support. Staff are more confident in using learning ladders and use it with increasing accuracy.	Build in moderation sessions each academic term. To work with individual members of staff to discuss individual children's progress.
Continue to plan for more learning walks to take place to monitor standards in PE.	Learning walks planned. Feedback to the PE team given to ensure teaching and learning is good to outstanding.		Ongoing feedback to all staff has enabled staff to change their practice for the better. Development points and areas of strength have been identified.	To continue learning walks throughout the academic year. To conduct learning walks with each member of the PE team to upskill them in observations.
To ensure good/outstanding teaching in PE is increasingly	Feedback from monitoring will generate actions points that are		Small tweaks to pedagogy have enabled pupils to make greater	

consistent	followed up.		progress.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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 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)	Staff confidence and subject knowledge has increased dramatically. Informal observations and additional learning walks have shown a greater understanding how to differentiate tasks and pupils are benefitting from more adult support.	Continue the team teaching practice. Ensure that staff get to work with each other as well as the subject leader.
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.	£6800	In-house training on gymnastics and ultimate Frisbee has enabled a greater understanding of how to deliver a successful lesson. Subject knowledge and confidence has increased in all staff. Repetition of the fundamental	Look at the strengths of the PE team. To team teach with those who have a specific area of expertise to upskill staff in other areas of the PE curriculum. To ensure multi skills and gymnastics is planned into the

<p>Provide staff meeting time, and signpost opportunities for CPD to support staff with development of subject knowledge in PE.</p> <p>Increase EYFS staff subject knowledge in PE</p> <p>To become affiliated to the association for PE.</p>	<p>Continue working on increasing opportunities to deepen learning for all pupils across the curriculum, with an increased focus on Foundation curriculum</p> <p>Courses identified that will enable staff to become more competent when teaching PE.</p> <p>SL and deputy SL to team teach with EYFS staff. Staff to undergo gymnastics professional development by working alongside a gymnastics coach in PE lessons.</p> <p>Pay afPE for membership to keep abreast of initiatives, health and safety and news.</p>	<p>£200</p>	<p>skills in the EYFS has allowed skills to be performed with increasing accuracy and these skills are being transferred to other physical activity areas. For children in KS1 and 2 transferable skills are being used in different sports and activities with increasing accuracy.</p> <p>Staff attending the level 5 PE course have increased their knowledge of planning, delivering and assessing a range of units of work.</p> <p>EYFS staff have increased subject knowledge and confidence. As a direct result their assessment of 'physical development' has greatly improved and they know what the next steps in learning are in both multi skills and gymnastics.</p> <p>Subject leader and PE team kept abreast with updated and new initiatives/health and safety guidance etc.</p>	<p>EYFS curriculum throughout the academic year. To ensure a member of the PE team delivers, supports and upskills EYFS teachers in the process.</p> <p>Identify staff needs and support with cpd delivery to ensure a high level of subject knowledge in a range of sports and activities.</p> <p>Continue with gymnastics development in the early years to aid the development of the fundamental movements skills.</p> <p>Continue to be a member of the subject association.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Continue to use bike specialist to provide opportunities to cycle during the school day, and to participate in the Bikeability Level 1 and 2 training.</p> <p>To raise the profile of PE through affiliation of professional clubs.</p> <p>Pupils are excited and engaged when in school, and make the most of opportunities offered.</p>	<p>Timetable cycling sessions for different year groups. Plan and organise the training for the level 1 and 2 courses.</p> <p>Establish at least termly contact with professional organisations. E.g Amplitude gymnastics.</p> <p>Ensure that lessons allow opportunities for all pupils to be able to work independently.</p> <p>Develop pupils' confidence, independence and team work through opportunities for outdoor and adventurous activities.</p>	<p>£6500</p> <p>Fairplay House £14,000 (school)</p> <p>Lake District £24,000 (school)</p>	<p>More children in years 5 and 6 are successfully cycling.</p> <p>Community club links have been established with gymnastics and martial arts. Children get priority to these clubs.</p> <p>Skills learnt at clubs are transferable into lessons.</p> <p>Neither Fair Play House nor the Lake District visits took place due to Covid 19.</p> <p>Some OAA/problem solving activities delivered in curriculum time have further built on teamwork, communication and resilience.</p>	<p>To buy more scooters and replace damaged bikes.</p> <p>Continue to work with local outside providers to build on skills already taught and to encourage new children to participate in extra physical activities.</p> <p>To ensure OAA opportunities and residentials such as The Lake District, Stubbers & Fair Play House are on offer in the next academic year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Continue to provide opportunities for more 'intra' competitions in light of Covid-19	Due to no inter competitions taking place due to Covid, increase the number of intra competitions throughout the academic year to fulfil the NCPE.	£700	Children are learning life skills such as resilience when they lose and humility when handling success. Children are excited to see their house tema win and want to engage in further competition.	Ensure there is a balance of intra and inter competitions next year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	