

# 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 2021. 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	£0
Total amount allocated for 2020/21	£19,350
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,425
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,420

## 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>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>	79.5%
<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>	69.2%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	53.8%
<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.

<b>Academic Year: 2021/22</b>		<b>Total fund allocated: 19480</b>		<b>Date Updated: July 2022</b>	
<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: 15.8%
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To promote children in physical activity within the school day and outside of the school day. To support engagement of all pupils in regular physical activity.		To continue membership with Fitter Future. To promote use of Fitter Future within the school day and home. Issue all children with logins for Fitter Future again. To alter our membership package to include a healthy living and lifestyle workshop. Issue all children with Real PE home access logins again to enable children to access additional PE lessons from home.		£289	
To continue to use the daily mile track to ensure children are having active breaks at school but socially distanced.		Timetable for the daily mile track to ensure no classes are on the track at the same time. Monitoring use of the track and pupil voice/staff voice. Ensure lines are drawn on the playground part for entry and exit from the track.		Children are accessing Fitter Future from home and Real P.E. Class teachers are using Fitter Future for additional active breaks within the day.  All classes are out on the daily mile once per day. Class teachers have noticed children's fitness and stamina improving. The track is useable in more weather conditions and is now being moved more frequently. The daily mile is still timetabled due	
				Sustainability and suggested next steps:  To identify other areas that we can encourage physical activity out of the school day.  Potentially look at the prospect of using the track before and after school with parents and carers	
				<b>£3084.95</b>	

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<p>To have activities run on the playground at lunchtime by Young Leaders on KS1 to support children being physically active at breaktime.</p>	<p>Year 6 children will be trained as Bronze Ambassadors and health leaders. They will meet with our Sport Apprentice weekly to discuss activities and ideas they can do to encourage children to be active. Young leaders will be out on the KS1 once per week.</p>	<p>£436</p>	<p>to Covid restrictions. Classes have move slots if needed to ensure they are giving children opportunity to be active.</p> <p>Apprentice met with Bronze Ambassadors weekly. Bronze Ambassadors also ran assemblies and virtual challenges when they were unable to mix bubbles. In Spring term Young leaders rang physical games on the playground at lunchtime weekly.</p>	<p>Continue to use young leaders on the playground. Look at the possibility of personal challenge stations.</p>
<p>Playground equipment purchased to support range of activities that children are completing during their break and lunchtime and to encourage choices that are more active</p>	<p>Playground equipment will be purchased to replace missing equipment. Equipment will be separated into bubbles if Covid rules require us to separate equipment. Ensure staff are aware of what equipment is used and monitor expectations it is used correctly as well as being used to potential.</p>	<p>£359.95</p>	<p>Equipment was purchased. Children enjoyed range of equipment. Equipment was placed into bubbles for part of the year when required. Lunchtime staff supervised the equipment use and promoted use for new activities.</p>	<p>Continue to replace equipment as required.</p>
<p>To provide targeted children with additional physical breaks to support gross motor skills.</p>	<p>Sports Apprentice to work with targeted children weekly. This will support children's gross motor development and in turn support their engagement in Physical Activities.</p>	<p>£2000</p>	<p>The Sports Apprentice took children out weekly in Year 1 and 6. She noted that children's attitude towards physical activity improved due to their targeted sessions and they joint in more physical activities at lunch time.</p>	<p>Sports apprentice to work with staff to share knowledge of games and activities she used and teaching assistants could do with children next academic year.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18%
Intent	Implementation		Impact	£3515
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 support the profile of PE and introduce more sporting opportunities.	<p>To hire a Sports Apprentice for a second year.</p> <p>To run a sports blog on the website and in the newsletter about sporting opportunities at Galley Hill.</p> <p>To support teachers in the delivery of PE sessions and differentiation.</p> <p>To run extracurricular clubs.</p> <p>To support delivery of intra-inter competitions.</p> <p>To enter the football, dodgeball and netball league.</p> <p>To enter events against other schools where Covid permits.</p>	£2000	<p>Some further extra curricular opportunities have been affected by Covid Outbreaks within the school.</p> <p>School Apprentice has worked across the school and has had a timetable each week to support PE delivery. Apprentice has supported in differentiation and some delivery of PE.</p> <p>We have entered the football, netball and dodgeball league. The leagues were given an extension due to Covid guidelines.</p> <p>Apprentice supported delivery of intra and inter competitions.</p> <p>We did attend some festivals/competitions against other schools but this was heavily affected by the pandemic.</p>	To focus on expanding the amount of extra curricular clubs we offer as a school and provide a wider range of supporting activities,
To support staff with the delivery of PE and to ensure progression across the school.	<p>To renew the license for the new scheme. To roll out the scheme and adapt where Covid required.</p> <p>To purchase Real Dance and implement Real Gym to support staff delivery of PE.</p> <p>To support ECT and students in the delivery of PE.</p>	£495	<p>The scheme has been continued to be rolled out across the school.</p> <p>The units have been able to be completed. Assessment has been completed termly and SL is supporting with assessment.</p> <p>A new coach was employed by the school who delivered PE</p>	To renew the lease for the scheme.

<p>To promote PE and give further opportunities for children to access PE and have further opportunities to develop their skills.</p>	<p>To train members of staff on the scheme where required. To arrange Coaching to support Teachers and upskill.</p> <p>To order equipment as needed. To have a specialist coach on the playground at lunchtimes to support children in using PE equipment to be active and have further opportunities to develop their skills and experience new sports.</p>	<p>£1020</p>	<p>sessions across the curriculum.</p> <p>Specialist coach was hired in Autumn term. He present on the KS2 playground at lunchtimes. Children are using PE equipment correctly and coach is modelling how to develop their skills, use the equipment and even set up matches.</p>	<p>To explore further opportunities of lunchtime activities to support children potentially look at OPAL.</p>
<p>To use Physical Education as a tool to support children’s behaviour, wellbeing and gross motor skill development.</p>	<p>To use previously purchased Smart Moves Motor skill development to support targeted children. Apprentice to work with targeted children one to one to support his wellbeing through active sessions.</p>		<p>Apprentice and SENCO team have created a list of children who would benefit from these sessions. Apprentice is timetabled to work with these children daily. There has been a marked improvement in behaviour and children attending these sessions.</p>	<p>To ensure staff are aware of the smart move resources and roll this out as required.</p>
<p>To promote Sports and Healthy Lifestyle and ensure importance of understanding how important staying healthy is.</p>	<p>For Sport Leaders regularly lead mini assemblies (in person or virtually if this needs to be) sharing importance of healthy lifestyle. To enforce cross curricular links with PE and healthy life style through PSHE and Science. For sports leaders to create a healthy lifestyle display.</p>		<p>Sports leaders have sent virtual assemblies to all class teachers and these have been distributed across the school. Displays have been put up focusing on Healthy Lifestyle. Pupils spoke confidently about why healthy lifestyle is important and how this can impact their wider life.</p>	<p>To continue to promote healthy lifestyle across the school.</p>
<p>To raise the profile of PE and sporting opportunities for girls.</p>	<p>SL to attend Disney Girls Football training.</p>		<p>We then attended an event to launch the football with KS1 girls</p>	

<p>To hold sports week in Summer Term to raise the profile of PE and the importance of healthy lifestyle.</p>	<p>To share this training and resources with apprentices and further members of staff. To launch a Disney inspired Girls club.</p> <p>To have a week in Summer Term of timetable where children have the opportunity to try new sporting opportunities, learn about healthy lifestyle and the impact on their wellbeing</p>		<p>in July.</p> <p>Sports week was arranged for the week 11<sup>th</sup> July and a variety of companies came in and was promoted to encourage children out of the school environment.</p>	<p>Sports week was run and organised including spots day. Over 15 companies came in including, martial arts, football, athletics, tappy toes, little kickers, irish dance, ballroom and latin, karate, taekwondo and many more.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>19.5%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p>£3800</p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To provide staff with opportunities to observe and participate in the delivery of high quality coaching.</p>	<p>All year groups to have the opportunity to have coaching on a rotation. Employ a new coach where coaching will be delivered in areas that either staff are least confident with or less experienced. Coaching has also been arranged in areas were more children are at emerging. This will be selected</p>	<p>£3800</p>	<p>Children made accelerated progress in some areas. Staff observed all sessions and staff voice noted they felt more confident teaching challenging skills.</p>	<p>To continue to support staff in implementing the PE scheme.</p>



<p>To continue to provide opportunities for CPD for staff in delivery of PE.</p>	<p>from the assessment data class teachers produce at the end of each term.</p> <p>Ensure staff are aware of courses when available. PE lead to select suitable courses for members of staff and approach them if needed. SL to attend PE cluster meetings and DSSN meetings. SL to feedback to remaining staff post training and ensure they are aware of updates. SL to attend regular training opportunities.</p>		<p>SL attended courses and feedback to staff in training and via email. Staff attended whole school training and had opportunities to attend training. Sports Apprentice also feedback to staff regarding training.</p>	<p>To continue to offer opportunities for CPD across the school and for SL to continue to ensure she is update with knowledge.</p>
<p>To support Subject Leader and staff with CPD in P.E.</p>	<p>Subject leader and another member of staff attended the PE conference in May 2022. Apprentice also attended training.</p>		<p>SL attended the conference this year and attended workshops on Ofsted and School Games. SL also delivered a workshop at the conference.</p>	<p>Sports week was run and organised including spots day. Over 15 companies came in including, martial arts, football, athletics, tappy toes, little kickers, Irish dance, ballroom and latin, karate, taekwondo and many more.</p>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 27%

<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£5260.05
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>To give opportunities for children to be taught PE skills by professionals and for children to inspire to.</p>	<p>To have coaching from local coaching companies. To encourage children to try new sports and encourage children to attend these clubs.</p>	<p>£5260.05</p>	<p>Coaching was arranged for Year 4 from Watford Football Club. Year 3 and 5 received coaching from a local Cricket club. Hemel storm also completed coaching for majority of year groups. There was positive feedback from staff, children and parents. Children built up a good rapport with the coaches. Children who attended cricket coaching also attended an extra-curricular club which had high attendance. Children also received their own personalised kit, bag and resources.</p>	
<p>Children to develop their skills in a range of new sports. Children to try new sports.</p> <p>Additional achievements:</p>	<p>Communicate with local clubs to support developing their skills in a new range of sports. Hold sports week, where local sport clubs come in and children have opportunities to try these sports. Provide teachers with timetables of sports week. provide parents with copies of the</p>		<p>Sports week was held the week of 11<sup>th</sup> July. There was a variety of opportunities for children to try new sports and develop their skills e.g. karate, football, Irish dance, ballroom dance etc.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19.7%
Intent	Implementation		Impact	£3820
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?:
To provide wider opportunities for pupils to participate in inter school competitions both virtually and at sporting events with other schools.	<p>Ensure all year groups are taking part in inter-school events.</p> <p>Book onto competitions through the DSSN or school games.</p> <p>Arrange friendly fixtures with local schools.</p> <p>Take part in the Netball, Football and Dodgeball League.</p> <p>Coaches to be arranged to enable children to attend tournaments and festivals where Covid allows.</p>	<p>£2000 for DSSN</p> <p>Travel £1820 – coaches to the events</p>	<p>Children attended intra and inter competitions this year. Children took part in the netball, football and dodgeball tournament. We made the semi finals for the netball tournament. We attended a variety of competitions but this was also covid dependend.</p>	To continue provide further opportunities for sporting opportunities for children and to gain school gain mark post pandemic.

Signed off by	
Head Teacher:	<i>E.J.Birch</i>
Date:	13.07.22
Subject Leader:	<i>A. Penning</i>
Date:	13.07.22
Governor:	<i>M. Sparrow</i>
Date:	13.07.22