

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:

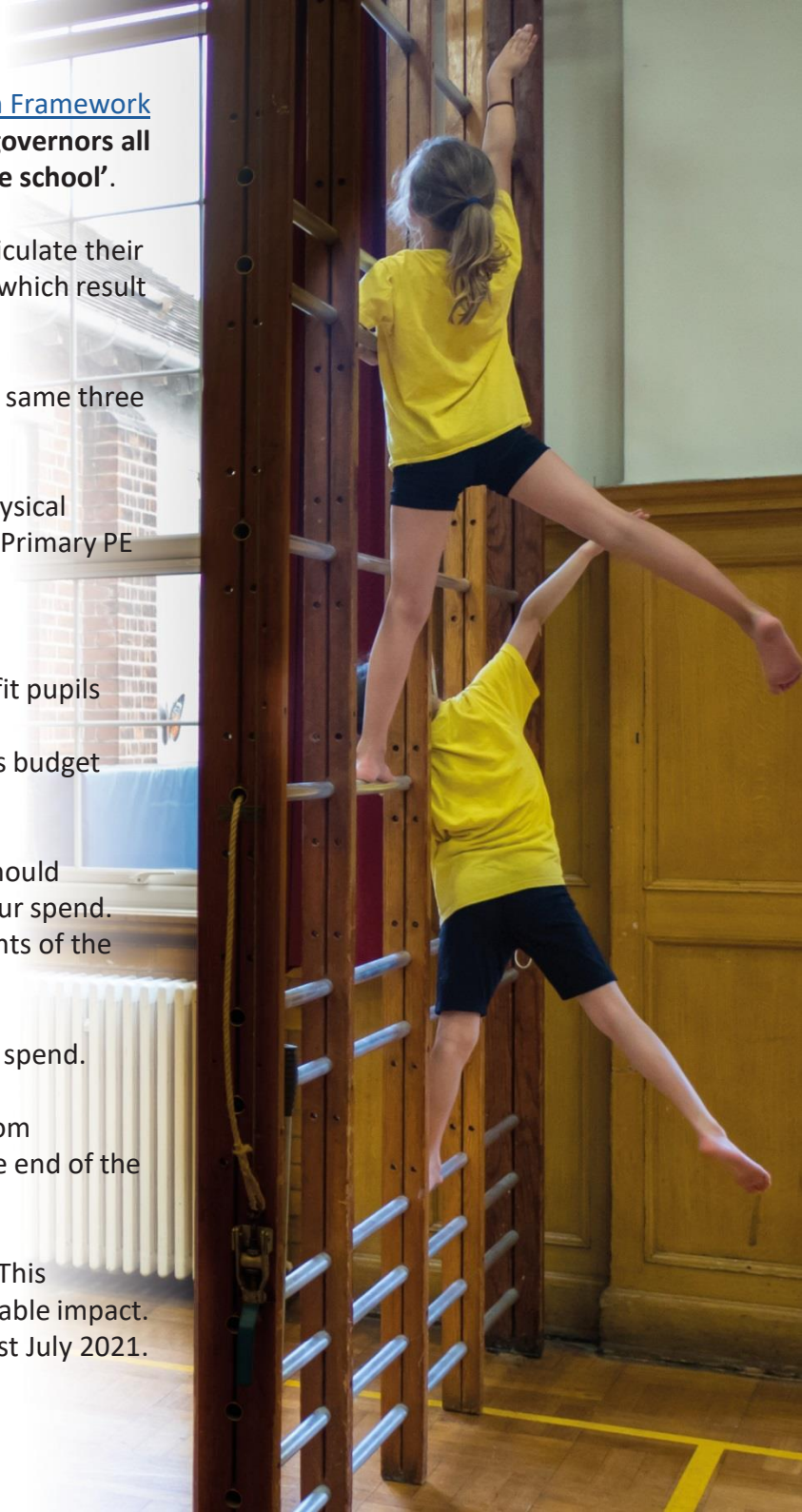
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> - School achieved School Games Gold Mark Award (2018-2019) - Increased competitive sports within school across all year groups. - Introduced daily mile and active breaks. - Profile of P.E. continued to be raised through assemblies, displays and leadership roles. - New scheme of work introduced to teaching PE to support teachers and ensure progression of children. - PE scheme has been adapted and use throughout school closure. Children had remote access to their PE lessons in school. 	<ul style="list-style-type: none"> - To reintroduce regular swimming to ensure children are able to swim 25m and complete safe water rescue. - To introduce further elements of our PE curriculum to ensure high quality PE in all areas. - To provide further PE experiences for children through further coaching opportunities. - To offer further extra-curricular clubs for children.

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 £19, 350
= Total to be spent by 31st July 2021 £19, 350

<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>	80%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58%
<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>	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: £19, 350	Date Updated:	
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: 12.6%
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 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. To have certificates in assemblies to celebrate best effort, home hero and most improved.	£499	Children have been using fitter future more frequently at home, statistics show this. Teachers have been using fitter future as active breaks for their classes. Fitter Future also came in to promote importance of exercise and wellbeing.	Fitter Future membership will be renewed and we will have continued contact with Fitter Future to help support children and promote the importance of physical activity.
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.	-	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.	Speak and communicate with staff post Covid-19 class bubbles to see whether they found the timetable beneficial or whether they would prefer to not have a timetable. Look at creating an event to raise the profile of the Daily Mile track where children can add up their miles or have a within school

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	Order Playground equipment for KS1 and KS2 Playground. Have space to store the equipment and show children how to use the equipment sensibly and correctly. Communicate with lunchtime staff so they can supervise use of equipment and use it with children to promote physical activity.	£1230.21	New playground equipment has been purchased and is now stored on a trolley and labelled. Lunch time staff supervise the use of equipment and there are different zones on the playground for different activities to promote physical activity. Staff have reported that more children are physically active at lunch times.	competition. Broken and lost equipment will need to be replaced. To ensure children still have access to this equipment.
To provide an active environment which links to children's' interests to support engagement in Physical Development in EYFS	EYFS space to be maximized with new equipment which will engage children. Physical development to be promoted in EYFS. Ensure children in EYFS have access to loose and fixed equipment.	£699.47	Equipment has been purchased. Staff voice has shown there has been an increase in children using the equipment. Children are enjoying the range of equipment that has been purchased. There is more opportunities for children. In Autumn Term 0% of children in EYFS were at ARE for Physical Development. In Summer Term 50.9% of children in EYFS were at ARE for Physical Development.	Monitor equipment and ensure broken equipment is replaced. Ensure staff continue to encourage and promote physical development in EYFS.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				49.8%
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 support the profile of P.E. and introduce more sporting opportunities.	<p>To hire a sports apprentice.</p> <p>To run a sports blog on the website and in the newsletters about the sporting opportunities that happen at Galley Hill.</p> <p>To support teachers with delivery of P.E. sessions and differentiation.</p> <p>To support/run extra-curricular clubs</p> <p>To support delivery of intra and inter competitions.</p>	£8064	The profile of sports across the school has improved. There is a school blog that has been running on the website explaining the events children have entered. Teachers have support in PE lessons and this supports teachers with equipment and differentiation. Football club and then rounders/athletics club has run. However further opportunities for extra curricular clubs has been affected by Covid-19. Intra/inter clubs have been attended by year groups 1-6.	For the sports apprentice to run further sporting club opportunities at both lunchtime and afterschool. To continue with the upkeep and running of the sports blog. To attend competitions once allowed offsite however to continue to run intra/intra competitions within school.
To support staff with the delivery of PE and to ensure progression of P.E. across the school.	<p>To renew the license for the new scheme which was purchased last year.</p> <p>To continue to roll out the new scheme – as Covid 19/school closure impacted on this.</p> <p>To purchase Real Gym to continue to support staff delivery of PE.</p> <p>To train further/new members of staff on the scheme.</p>	£544	Staff have had further CPD on Real PE and the scheme has been rolled out across the school. The units have changed order due to which units required less equipment and more social distancing in the pandemic. Team teaching has occurred with new members or less confident members of staff.	To continue to ensure new staff are trained on Real PE and Real Gym. Ensure the curriculum overview is updated according to guidance.
To promote P.E. and give further opportunities for children to access	Purchase new P.E. equipment which will be suitable for all ages across	Currently May-£602.77	The P.E. equipment has been purchased for across the school and missing/broken equipment	Ensure staff report broken/missing equipment so this can be replaced. Ensure the

P.E. across the curriculum and access a variety of P.E lessons as well as offering opportunity for children to try new sports and develop their skills.	<p>the school.</p> <p>P.E. shed to be tidied to ensure all P.E. equipment is kept safe and stored correctly and is accessible by all staff.</p> <p>Communicate with staff what equipment has been purchased and this will enable them to use this within the lesson.</p> <p>Purchase new ropes to support gymnastics delivery.</p>	£339.60	<p>has been replaced as well as a variety of new equipment purchased. P.E. shed has been tidied and all equipment has been labelled. Staff have been informed of the new equipment and are now using this in their P.E. lessons.</p> <p>The ropes have been booked in to being installed.</p>	P.E. shed is kept tidied to enable staff to access P.E. equipment easily and to ensure it is more accessible.
To use Physical Education as a tool to support children's behaviour, wellbeing and gross motor skill development.	<p>To purchase Smart Moves Motor Skills development programme.</p> <p>To have gross motor focus groups in targeted year groups.</p> <p>To have regular physical breaks for classes or children to continue to support their behaviour and wellbeing.</p>	£90.95	<p>The Smart Moves Motor Skills programme has been used with children from across the school. Teachers have identified target children and PPG groups that would benefit from a motor skills intervention. Staff feedback and apprentice feedback have commented on marked improvement from children's skills and children's behaviour.</p>	To continue to run Apprentice led motor skills groups from the Smart Moves next year. To further roll out to Teaching Assistants so they can also target more children.
To promote Sports and Healthy Lifestyle within school. Sports Leaders to increase amount of children participating in extracurricular clubs and to promote healthy lifestyle.	<p>Four Year 6s to attend Bronze Ambassador training.</p> <p>Year 6 to run challenges across the school.</p> <p>To support sport clubs at lunchtime.</p> <p>To raise the profile of a healthy life style.</p> <p>PE Display, showing school values and current focus of Bronze Ambassadors.</p>		<p>There has been current difficulty launching the club due to Covid-19 rules. However the Bronze Ambassadors have run virtual challenges and whole school challenges. They have given prizes to children to encourage children being active and have created a bronze ambassador prize wheel.</p>	New Leaders will need to be trained next year when the Year 6 children leave and then the display will need to be updated and a sports club will be introduced at lunchtime.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15.2%
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 teachers with opportunity to observe and participate in the delivery of high quality coaching.	Coaching to be arranged in areas of the PE curriculum teachers were least confident with e.g. gymnastics, dance and rugby. Coaching has also been arranged in areas where more children were emerging.	Autumn 2 - £120 per week (6 weeks) = £1350 Summer 5 weeks (£1100)	Teachers reported they were more confident in teaching these areas of the curriculum. Staff reported their CPD had improved and they had seen good progress in their class. Staff reported it was beneficial to see how accelerated progress could be achieved with children emerging in P.E. in particular skills.	If needed two coaching to continue in areas staff require CPD or accelerate progress. This will depend on areas of CPD required and areas requiring accelerated progress.
To continue to provide opportunities for CPD for staff in delivery of PE.	Ensure staff are aware of courses when they are available. Liaise with staff what area they feel they may benefit from extra support. Feedback to staff where necessary when subject lead has attended a course.		Staff have attended P.E. courses on Real Gym/Real PE, Baseball, warm up activities, orienteering, benefit of being active.	To ensure there are opportunities for staff CPD. Ensure Subject Leader feedbacks on courses with staff.
To support staff with the delivery of Gymnastics.	Purchase the Real Gym scheme to support delivery. SL to attend Real Gym training and feed back to staff. SL to give supporting resources for Real Gym out to relevant staff.	£195	AP had Real Gym training and a follow up one to one session. Following this session all teachers had CPD in Real Gym and this was recorded for any teachers that they could not attend.	Real Gym to be rolled out across the school. Staff to feel more confident in delivery of Gym and Subject Leader to monitor the delivery of Real Gym.
To support Subject Leader and staff with CPD in P.E	Subject Leader and another member of staff attended P.E. conference in	£300	Subject Leader, apprentice and another member of staff attended the live sessions of sports week. Sessions	

	January 2021. Apprentice also attended training.		attended were on the role of governor, school games in 2020/21, warm up games, role of active 60, sports premium funding, challenging perceptions, supporting wellbeing and mental health. There was vast array of training due to the sessions being completed virtually. There was positive feedback from the course from all staff attended. Subject leader fed back to staff on relevant information.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

11%

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:
Additional achievements: To give opportunities for children to be taught P.E.skills by professionals to children to inspire to.	To have coaching opportunities from local sports companies – including coaching by athletes. Children to receive coaching from Hemel Hempstead basketball team Hemel Storm.	£105 per week for four sessions £735 for 7 weeks. 6 weeks summer term £630	There was positive feedback from children, staff and parents – who all commented on how the children were inspired and loved the basketball sessions. They built up a good rapport with the coaches and many than started going to watch Hemel Storm play games and had an increased interest in sports in the wider community.	To continue to build links with the local community clubs. This coaching has such a positive impact on the children the next steps would be to look at whether coaching by professionals to inspire children both within school and wider communities.
Children to develop their skills in a range of new sports.	Communicate with local clubs to support developing their skills in a range of new sports. Children will be given details of new clubs and it is hoped that children will develop an	£770	Sports week arranged for June 2021. Links with local community clubs have been made and schoolclub link agreements are in process. Range of new sports will be arranged for children for the whole school.	To help promote the local community clubs to encourage children to attend. To encourage active 30:30. To have further opportunities linked to these sporting clubs available as extra-

	interest in these.			curricular clubs next year.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.4%
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 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. Book onto competitions through DSSN or School Games. Arrange friendly fixtures with local schools if possible. Currently taking part in the League virtually.</p> <p>Coaches arranged to enable children to attend tournaments and festivals. If Covid-19 allows us to attend tournaments.</p>	£2200	<p>Range of competitions arranged for children to participate in virtually and with other schools. Pupils and adults have commented on increased engagement in interschool competitions (at parent forum). Number of competitions entered this year have continued to remain high although these events so far have had to be virtual due to Covid-19. Years 1-6 have all taken place in inter school events both virtually and through live zoom sessions. We have entered school games on a participation entry level as this is all that is available this year.</p>	To continue link with DSSN to ensure sustainability of participation in competitive sports. To continue to develop links with local schools to increase opportunities for all ages and both genders.

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