



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:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  SPORT ENGLAND  LOTTERY FUNDED



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ £7,982
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 19550
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 27532

Swimming Data

Please report on your Swimming Data below.

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. 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	
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	86%
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	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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?	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: £19550	Date Updated: July 22	
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: 15%
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:
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all.	Purchase of additional PE resources to support PE sessions e.g. Hockey quick sticks. All PE sessions fully resourced to enable full participation by all children.	£2094.09	Increased active minutes within lessons and more pupil participation.	Continue to update and replace damaged and unfit resources. Ensure that purchasing plan meets curriculum diversity needs.
Access to high quality resources during after school clubs. Enough quantity of resources to enable access for all.	Purchase of additional PE resources to support after school club sessions. Including Girls football	£ See above	Girls have increased more active minutes and more active minutes have been achieved by all original club members.	Explore new club/sports to offer children. Ensure current offers are good value.
Increase range of resources to facilitate active play.	Purchase and replace lost and damaged equipment. Extend range of equipment to improve physical wellbeing.	£553.31	Pupils in KS1&2 more engaged and active from observations. Wider range of activities on offer. Play leaders engaging more pupils in target games.	Play leader training for new pupils include yr 5&6 to ensure knowledge transfer is maintained and self-perpetuating.
Increase lunchtime active sports with activity co-ordinator sessions	Ensure the co-ordinator has a range of	£1,611.22	Increase active minutes and engagement of KS2 pupils	Update staff with new ideas and monitor effectiveness of

Created by:



Supported by:



weekly.	games equipment/activity ideas ready for pupils.			sessions. Update equipment as necessary.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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:
Improved access to resources and training for staff and playleaders will lead to improved behaviour at playtimes.	Improved resources will widen range of activities on offer for children to take part in active play at lunch times with playleaders.	£4025.87	Children are more active at playtime and as a result behaviour improves and pupils are healthier and happier. More pupils will become physically fitter.	Check behaviour at playtimes, discussion with staff, playleaders and teachers. Monitor equipment for proper use and use pupil voice for suggestions of opportunities the children would like. Check behaviour is maintained.
FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children.	FSM are supported in accessing extra-curricular activities whether it be through supporting financially attendance at clubs, school journey (Hilltop outdoor activity centre) or provision of sports equipment or kit.	£976	Good uptake of extra-curricular clubs by FSM children. 1 pupil attended Hilltop 2 pupils Yr 6 football. 10 Pupils Yr 1,2&3 Tennis 6 Pupils Yr 2&4 Athletics. 30 SEND pupils	Monitor the take up of FSM children for extra-curricular clubs and target children who do not currently participate. Promotion of HAF scheme.
Improved use of the Forest School area to support the PE Curriculum and Active Minutes and children's mental health and wellbeing	Purchase of equipment to allow access for all pupils including SEND children.	£560	Forest school space is used regularly in the planned curriculum, pupil voice says they enjoy the active forest sessions.	Continue to develop the space to make it purposeful and effective in supporting the outdoor curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:
Pupil training to facilitate active playtimes. More children partake in independent and structured active playtimes.	Team of year 5&6 pupils trained to lead a range of games at lunchtimes with younger pupils. KS2 to have more organised games to play.	SLA Support £360	Children are more active at playtimes, pupils enjoy more and improved behaviour,	Pupils learn rules for more games and learn to organise themselves with designated zones of play.
Staff to work alongside external coaches - Athletics focus - Tennis focus - Cricket focus	School staff observe and work alongside coaches for different topics. Learning training techniques, ideas for skills activities and building their sport knowledge.	£960 £3227.50	Staff confidence to plan and deliver lessons in these sports increases resulting in better quality PE lessons for pupils increasing their active minutes.	Maintain links with external coaches, develop and rotate training opportunities as staff move within the school structure and support ECTs and induct new staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%
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: Offer wide range of activities within and outside the curriculum to involve more pupils.	Buy into Enfield PE offer.	£5020	Pupil participation increase across a range of sport. Enhance and extend extra-curriculum provision.	Keep overview of pupils and look for opportunities to signpost pupils who would benefit.

Created by:



Physical Education



YOUTH SPORT TRUST

Supported by:



After school clubs subsidised to ensure children can access any clubs they wish and not miss out due to cost.	Subsidy put in place for pupils who need it. Records kept of uptake.	£536.00	Increased pupil participation. Ensure curriculum is inclusive and provision is available and used.	Ensure that subsidies are budget for, and FSM data is known, and pupils are targeted with talents.
Specific children's attendance at clubs are fully funded where necessary – e.g yr 6 football.	Coaches are used to support staff to ensure high quality development beyond the curriculum.	£2835	Clubs enable children to develop their talents and confidence. Wide range of pupils including girls, boys, SEN& FSM – 40 pupils Enhanced quality of teaching and learning. Positive attitudes to health and well-being.	Maintain range of clubs to suit the needs of the school and look to extend range of activities provided.
EYFS Scooters – leading to increased confidence when riding scooters and more spatial awareness and increase gross motor skills.	Pupils are taught by EYFS staff how to use equipment, safety and stop effectively.	£1264.90	Increased gross motor skills and spatial awareness. Children are more confident in using scooters and this may lead to more using them as a form of sustainable travel.	KS 1 to participate in Scootabilty training to extend and develop these skills. Including road awareness.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
Continued promotion of local sports clubs. Increased participation of sports outside of school.	Promotion of local clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families via parent emails.	£160	Pupils have expressed interest in the different sports.	Build links with Southgate Hockey club. Investigate local running clubs and build a link. High five netball (mixed) to engage wider range of pupils in competitive sports.
Ensure pupils have high quality experiences of competitions	<ul style="list-style-type: none"> - Sports day fully inclusive - Claire Spurway – Athletics - Harringay Enfield LVAC - Yr 2 friendly football match 	£3310	<p>All junior pupils participated in 8 different competitive races during sports morning. All infant pupils participated in 6 competitive races during their sports morning. Both Juniors and infants were given the opportunity to run a long-distance race using a hare to chase. 65% of Juniors participated in the 4 races. 60% of year 1 and 2 pupils participated in their 4 races.</p> <p>2 year groups have improved their athletics skills (120 pupils)</p>	<p>Extended and develop the range of races at sports day to include other elements of the athletics curriculum.</p> <p>Increase opportunities for more friendly matches across year groups.</p> <p>Improve the opportunities for inter house competitions within school.</p>

Signed off by	
Head Teacher:	<i>M. Duffly</i>
Date:	21-7-22
Subject Leader:	<i>S. Duffly</i> <i>K. Duffly</i>
Date:	21-7-22. 21-7-22.
Governor:	<i>[Signature]</i>
Date:	21-7-22.