

# 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 2020/21  | £0     |
| Total amount allocated for 2021/22  | £17810 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0     |
| Total amount allocated for 2022/23  | £17810 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £17810 |

## Swimming Data

Please report on your Swimming Data below.

|   |                |
|---|----------------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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> |                |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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.<br>Please see note above  | 96%            |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 96%            |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 100%           |
| 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?   | Yes/ <b>No</b> |

## 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: 2022/23  |  | Total fund allocated:£17810 | Date Updated: 25/09/23  |  |
|---|--|-----------------------------|---|--|
| <b>Key indicator 1:</b> 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:<br>11%   |
| Intent  | Implement<br>ation   |                             | Impact  | £1910.79   |
| 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:   |
| <b>Purchase equipment for PE lessons, extra-curricular activities and break time activities.</b><br>Enables staff to deliver a more precise lesson with the aid of resources<br>Increases pupil participation in activities<br>Increases interest in sport and a healthy lifestyle<br>Motivates children to perform better during physical activity<br>Prepares children for their daily learning<br>Contributes towards the engagement of all pupils in regular physical activity<br>Creates calmer playtimes/lunchtimes with less arguments or fights<br>Provides a broad experience of a range of sports and activities<br>Purchase equipment for PE lessons, extra-curricular activities and lunch time activities. | Regular checks of the PE resources to check for wear and tear and replacements needed.<br>Regular checks with the staff to ask for any equipment needed<br>Feedback gathered from school council and house captains for new purchases.<br>Pupil survey on PE and the amount of physical activity they complete on a regular basis. | £1240.79                    | Able to take part in over 25 festivals this year – in inter sport competitions coming in various places and representing the school. Every child has been able to take part in inter competitions.<br>Having the right equipment allowed the children to be able to do the PE sessions correctly, safely and confidently. | Resources are there for the future and are still useable. This will continue to see children developing their ability in future years to come.<br><br>Next steps – Begin to look at resources and extracurricular activities that will provide the children a bigger range and new sports that they have not tried before. |

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|  |  |        |  |   |
|--|--|--------|--|---|
| <p><b>Harlow School Sports Contribution</b><br/>Allows access to CPD events throughout the year to promote and improve PE teaching across the school.<br/>Contribution allows us to attend a wide range of tournaments and help promote sport through competition.</p> <p>Also links to swimming via the Top-Up intensive programme.</p> | <p>Payment to be made once invoice received.</p> <p>Booked onto events regularly to encourage all children from Year 1 - 6 to engage with additional physical activities.</p> <p>The aim for every child from Year 1 to Year 6 to attend an event/ festival/ competition this academic year.</p> | £100   | <p>The Harlow School sports allows the school to take part in over 50 various activities and promotes PE in and around Harlow Town. Further engagement of children has happened due to this contribution working collaboratively with the SGO and other schools.</p> | <p>To continue this next year and engage with training and free CPD.</p>  |
| <p><b>Travel to school plan</b></p> <p>Improving physical activity going to and from school, taking part in national competitions and improving transport plans to and from school. This would include improvement on bike and scooter parks.</p>  | <p>Take part in the following:</p> <p>Big walk and wheel (the big pedal)</p> <p>Bike ability offered to children</p> <p>Improvement on bike and scooter parks - apply for grant for this</p>   | Grants | <p>We received the silver travel to school plan and have had huge impact with children cycling and walking to school. Children enjoy the walking to school badges and are coming to school more awake.</p>   | <p>Open the walking to school competition to all year groups.</p>   |
| <p><b>Walking bus ( spring 2 until summer 2)</b></p> <p>Children walk to school with two adults supporting children travelling to school safely</p>  | <p>Travelling to school by walking safely to reduce numbers of car traveling and reduce carparking problems.</p> <p>24 children for spring 2</p>   | £570   | <p>Children are able to walk to school and this helped to reduce lateness and any absences. This also helped with the living crisis as parents were able to go to work earlier because their children were able to join the walking buses.</p>                       | <p>The use of breakfast club and walking buses to continue to support families during the living crisis that some of our families are living through.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                    |  | Percentage of total allocation:   |
|---|---|--------------------|--|---|
|   |   |                    |  | 2%  |
| Intent  | Implementation  |                    | Impact   | £380  |
| 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:  |
| <b>Purchase of sports kit for pupils and adults.</b><br>Encourage children to take part in sporting events whilst being proud of being at Fawbert and Barnard's school. Raising the profile of PE expectations for both teaching staff and children | Buy new KS1 kits to ensure inclusion for younger years.<br><br>Buy polos for all staff to wear during sporting events/ lessons                        | £380               | Children are proud to represent their school as well as take part in inter competitions. Staff are also dressed and prepared to deliver good PE lessons. | With the new PE kits, to continue to ensure children are proud to be an F and B student when representing the school. |
| <b>Extra-curricular activities</b><br>Extra-curricular activities help promote a healthy lifestyle and provide opportunities for coaching and experience.<br>Change4Life club helps target those who are less active.                               | Registers of all participants in the clubs.<br><br>Aim to run a Year 3/4 club for 10 weeks after school. (targeted children)<br>Monitor club funding. | na                 | More children than the previous year has taken part in extra curricular activities with some clubs having nearly 40 people attend each week.             | Work with outside agencies to increase a range of sporting activities.  |
| <b>Celebrating Success and Achievements</b><br>Weekly celebration of achievements of children during sporting events within school and outside school activities.   | Weekly celebrations of children who have gone to events, have won an achievement outside of school shared during celebration assembly.                | na                 | Children are proud to celebrate their achievements as well as the school acknowledging the range of sports that the children take part in.               | Continue to celebrate these with pictures and clips.  |



| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                    |   | Percentage of total allocation:  |
|--|---|--------------------|---|--|
|  |   |                    |   | 68%  |
| Intent   | Implementation  |                    | Impact  | £12069.21  |
| 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:   |
| <b>PE specialist working with staff members to upskill their PE teaching</b><br><br>Half a day of coaching a week given to staff to work alongside team teaching PE sessions | Staffing are surveyed to see where the support needs to go.<br><br>6 weeks of coaching alongside and team teaching.<br><br>Exit observation and survey to happen.<br><br>( focus on gymnastics and dance) | £12069.21          | Teachers were guided to get the support they needed in order to improve their teaching and understanding the health and safety implications. Teachers gained confidence and were able to ask questions.<br>QFT improved<br>Lessons are good or outstanding with dance and gymnastics being taught confidentially. | QFT has improved improving the quality of lessons being developed and the skills that are taught. This will continue this year to develop skills ( in particular gymnastics and dance) to a higher standard/ |
| <b>Contribution to the Harlow SSP</b><br>as listed in key Indicator 1  | Taking part in new sports such as Tchoukball as well as developing teachers skills teaching to an end celebration of an event.  | See above          | New sports events allowed a bigger range of children to have confidence in taking part in different sports. Teachers are becoming more confident to explore new sports. All children from Year 1 have been given the opportunity to a sporting event and taken part in an inter competition or festival.          | Children see purpose of sports and PE sessions learning how the key skills develop into games and competitions.  |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                    |   | Percentage of total allocation:  |
|  |   |                    |   | 0%   |
| Intent   | Implementation  |                    | Impact  | £0   |
| 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?:   |  |
|---|---|----------|---|--|
| <b>After school clubs offered to all</b><br><br>Range of PE from Reception to year 6 offered of various sporting activities                                       | Uptake of new sports and events including: multisport, tennis, Irish dancing and netball from Year 3-6.<br><br>Demand for clubs are increasing                            | NA       | All pupils offered more clubs after COVID years to help increase the demand of fitness. Use of premier education has seen huge increase of children taking part and being active.<br><br>272 pupils club slots were available each term across the 10 clubs. Certain clubs ( football) was taken up by both girls and boys having club sizes of nearly 40.<br><br>This is also to do with the promotion of womens football. | Continue to ensure a range is offered and that football is inclusive to all – no matter genders or barriers.   |
| <b>Harlowssp festivals new sports</b><br><br>Taken part in events that are new and learning skills from events  | Taking part in new events e.g. tchoukball and three tees festival.<br><br>Children have had an opportunity to go to a festival/ competition where previously they haven't | As above | Taking part in new sports events giving children a bigger range of sporting opportunities and avenues to enjoy PE.<br><br>Increased socialisation with other schools, building resilience.<br><br>Competed in more competitions and coming in the top 3 spaces – swimming.  | More children are finding the sports that they are confident in doing and are beginning to develop these skills at school and with outside sports. The promotion of sporting for life is being developed.                  |
| <b>Walking bus</b><br><br>Encouraging children to travel to school in a more healthier, environmentally safer way - walking bus and focus on walk and wheel event | At least 10% of children take up walking bus.<br><br>Children take part in the walk and wheel event   | As above | Support given to children getting them into school to reduce PA as well as helping parents with the living crisis – this allows more parents to go to work earlier if needed.   | This helps to promote walk and wheel that we are working on as well as reduce use of cars and pollution – children are learning the importance of walking to school in preparation for their secondary schools and beyond. |



| Key indicator 5: Increased participation in competitive sport   |  |                    |   | Percentage of total allocation:   |
|---|--|--------------------|---|---|
|   |  |                    |   | 19%   |
| Intent  | Implementation   |                    | Impact  | £3450.00  |
| 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:  |
| <b>Harlowssp festivals</b><br><br>Increase pupil motivation through offer of competitive sporting opportunities.<br><br>Enhances a positive attitude and engagement in and towards competition<br><br>Entering B and c teams to increase participation numbers.<br><br>Raises profile of sport and PE across the school (and the wider community) | Train and participate in numerous sporting festivals and tournaments (Levels 1- 3) throughout the year.  | Already allocated  | Every child has been offered to go to a sporting festival event from Year 1- 6. We have taking part in over 20 festivals and have brought several teams to events. The profile of PE has increased and more volunteers are supporting the school and the children to attend to competitive sports. We have made it in the top 3 events including table tennis, swimming and football. | The level of competition has increased allowing our children to take part in a bigger range of events and tournaments with the opportunity to go on to county finals. |
| <b>Improvement of grounds and zoning to encourage further competition in school and after school</b>  | Areas developed around the school to ensure that participation of competitive sport is happening regularly during school and after school time | £3450.00           | Competitive sports can take place, during and after school with the correct grounds and zones allowing children to take part.<br>There are 10 afterschool clubs   | Continue to ensure zones are safe for children to take part in sports and competition.  |

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|---------------|--------------|
| Signed off by |              |
| Head Teacher: | Sue Spearman |
| Date:         | 27/09/23     |

|                 |                    |
|-----------------|--------------------|
| Subject Leader: | Arnold Worton-Geer |
| Date:           | 25/09/23           |
| Governor:       | Glyn Evans         |
| Date:           | 27/09/23           |