

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17810
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17810
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,973.13

## 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>	63%
<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>	63%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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/ <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: 2021/22		Total fund allocated: £17810		Date Updated: 30/06/22	
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: 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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p><b>Purchase equipment for PE lessons, extra-curricular activities and break time activities.</b></p> <p>Enables staff to deliver a more precise lesson with the aid of resources</p> <p>Increases pupil participation in activities</p> <p>Increases interest in sport and a healthy lifestyle</p> <p>Motivates children to perform better during physical activity</p> <p>Prepares children for their daily learning</p> <p>Contributes towards the engagement of all pupils in regular physical activity</p> <p>Creates calmer playtimes/lunchtimes with less arguments or fights</p> <p>Provides a broad experience of a range of sports and activities</p> <p>Purchase equipment for PE lessons, extra-curricular activities and lunch time activities.</p>		<p>Regular checks of the PE resources to check for wear and tear and replacements needed.</p> <p>Regular checks with the staff to ask for any equipment needed</p> <p>Feedback gathered from school council and house captains for new purchases.</p> <p>Pupil survey on PE and the amount of physical activity they complete on a regular basis.</p>		<p>£1072.60</p> <p>PE lessons are developed to be further inclusive ensuring there is enough resources for all to take part, increasing fitness and movement in lessons. Children are beginning to take more ownership on looking after the resources as they help make the decision of what resources they would like. Physical activity has increased. Increase in sporting festivals having a direct impact of performance as we have the correct resources in place.</p> <p>Pupils can now play cricket and basketball with the correct equipment.</p> <p>Cricket x2 festivals attended this year and came second.</p>	
				£5223.94	
				Sustainability and suggested next steps:	
				<p>Ensure next year house captains are more in charge of the sports equipment and cupboard taking further ownership.</p> <p>Ensure netball posts and goals are used effectively and shared.</p> <p>Continue to drop in lessons to observe to ensure equipment is allowing all children to be engaged.</p> <p>Further increase after school clubs.</p>	

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<p><b>Harlow School Sports Contribution</b> Allows access to CPD events throughout the year to promote and improve PE teaching across the school. 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>	<p>£100</p>	<p>All children from Year 1 to 6 have been offered an opportunity to go to a sports festival as an additional session of physical exercise. Children are given additional sessions to help them prepare for some sports events further given children to develop their fitness and skills.</p>	<p>Continue to develop after school clubs to support weekly festivals and competitions.</p> <p>Identify which weekly events will be competitions and which will be inclusive festivals.</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>	<p>Grants</p>	<p>Reduction of car use coming to school. Bronze award will be met by the end of the academic year. £1000 grant has been granted for scooter parks around the school. 20 children took up bike ability and met level 2 improving further knowledge of road safety.</p> <p>Walk and wheel this year was 84%</p>	<p>Continue to develop the travel to school plan reaching at least silver if not gold by the end of next year.</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>	<p>£389.50</p>	<p>Reduction of cars being used and an increase of children walking to school.</p> <p>19 weeks – 2 adults - £10.25 per week per person</p> <p>37 children took part overall.</p>	<p>Continue to offer this next year and see if the uptake increases.</p>

<p><b>Improvement in the EYFS area</b></p> <p>Further improvement into the EYFS area to ensure all children are able to be physical throughout the day</p>	<p>Children spending time out side learning and being physical using various resources</p>	<p>£3661.84</p>	<p>EYFS are able to use the outside area more effectively during the day allowing more outside space as well as areas for children to keep active.</p>	<p>Continue to ensure that children use this area effectively to keep moving.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 2%</p>
<p><b>Intent</b></p>	<p><b>Implement ation</b></p>		<p><b>Impact</b></p>	<p>£380</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><b>Purchase of sports kit for pupils and adults.</b></p> <p>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</p>	<p>Buy new KS1 kits to ensure inclusion for younger years.</p> <p>Buy polos for all staff to wear during sporting events/ lessons</p>	<p>£380</p>	<p>Teachers have been given polos which has allowed their confidence and attitude towards PE to improve. Profile of PE has increased. Children are proud and understand they are representing the school.</p>	<p>Ensure new members of staff receive polos, jackets for the winter and Tas offered.</p> <p>Continue to use kits during events.</p>
<p><b>Extra-curricular activities</b></p> <p>Extra-curricular activities help promote a healthy lifestyle and provide opportunities for coaching and experience.</p> <p>Change4Life club helps target those who are less active.</p>	<p>Registers of all participants in the clubs.</p> <p>Aim to run a Year 3/4 club for 10 weeks after school. (targeted children)</p> <p>Monitor club funding.</p>	<p>na</p>	<p>Year 3 and 4 children attended change 4 life club learning how to live healthier lives and making decisions such as coming to school by scooter and bikes rather than a car.</p>	<p>Next year, ensure to continue to develop this including younger children where needed</p>

<p><b>Celebrating Success and Achievements</b> Weekly celebration of achievements of children during sporting events within school and outside school activities.</p>	<p>Weekly celebrations of children who have gone to events, have won an achievement outside of school shared during celebration assembly.</p>	<p>na</p>	<p>Children are proud of representing the school as well as understanding they have done well even if they didn't come first. Many children mentioned going to sporting festivals in their annual school report review</p>	<p>Improve the PE display having a healthy selfie display.</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>50%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p>£8873.41</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><b>PE specialist working with staff members to upskill their PE teaching (until Autumn)</b>  Half a day of coaching a week given to staff to work alongside team teaching PE sessions</p>	<p>Staffing are surveyed to see where the support needs to go.  6 weeks of coaching alongside and team teaching.  Exit observation and survey to happen.</p>	<p>£3142.72</p>	<p>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. QFT improved</p>	<p>Surveys sent out to see what other areas of PE needs support in.</p>

<p><b>PE specialist working with staff members to upskill their PE teaching (Spring and summer)</b></p> <p>Half a day of coaching a week given to staff to work alongside team teaching PE sessions</p>	<p>Staffing are surveyed to see where the support needs to go.</p> <p>6 weeks of coaching alongside and team teaching.</p> <p>Exit observation and survey to happen.</p> <p>( focus on gymnastics and dance)</p>	<p>£4,857.69</p>	<p>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.</p> <p>Gymnastics and cricket training has happened.</p>	<p>Surveys sent out to see what other areas of PE needs support in.</p> <p>Focus next year on dance.</p>
<p><b>Cambridgeshire School improvement partner day with new PE lead</b></p> <p>School improvement sport lead checking the journey of PE and the development of both the curriculum and the provision for PE.</p> <p>CPD on Gymnastics</p>	<p>Lesson observations.</p> <p>Sharing the journey and the vision of PE</p> <p>Building on the PE KAS grid and skills we want children to learn</p> <p>Focus on assessment pieces.</p> <p>Staff are confident in teaching gymnastics.</p>	<p>£674</p>	<p>PE curriculum has been developed focusing on what assessments need to be completed, training of gymnastics and observations of lessons have occurred. Focus on risk assessments and ensuring children are physical looking at developing the PE curriculum.</p> <p>PE leader has clear vision for subject</p>	<p>Embedding our new PE curriculum next year including the area of outdoor adventure activities.</p>
<p><b>Scheme of work</b></p> <p>Use of scheme to develop the teachers knowledge and give them a variety of ideas of warm up and activities</p>	<p>Warm up activities that feed into main lessons being observed.</p> <p>Teachers confident in teaching PE and children have a range of sports they have taken part in</p>	<p>£199</p>	<p>Scheme available for new staff to use as a back bone to help them with learning however this would be adapted to meet the needs of the children.</p> <p>Quality of lessons now good</p>	<p>Ensure new teachers are using scheme if they are unsure how to teach PE.</p>



<b>Contribution to the Harlow SSP</b> 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.	Continue to develop new sports and the teaching of sports focusing on our three big ideas of thinking, physical and team work.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 0%
<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:	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>After school clubs offered to all</b> 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. 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.  272 pupils club slots were available each term across the 10 clubs.	Survey taken at end of the year to see the demand for next year.
<b>Harlowssp festivals new sports</b> Taken part in events that are new and learning skills from events	Taking part in new events e.g. Tchoukball and three tees festival.  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.  Increased socialisation with other schools, building resilience.	Next year forward plan which children will go to which event looking at school calendar and take into consideration demand and requests.

<p><b>Walking bus</b></p> <p>Encouraging children to travel to school in a more healthier, environmentally safer way - walking bus and focus on walk and wheel event</p>	<p>At least 10% of children take up walking bus.</p> <p>Children take part in the walk and wheel event</p>	<p>As above</p>	<p>Walking bus has increased in numbers. More children are walking to school.</p> <p>36 in total used walking bus.</p>	<p>Continue to promote this all year round.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
Intent	Implementation		Impact	£3495.78
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><b>Harlowssp festivals</b></p> <p>Increase pupil motivation through offer of competitive sporting opportunities.</p> <p>Enhances a positive attitude and engagement in and towards competition</p> <p>Entering B and c teams to increase participation numbers.</p> <p>Raises profile of sport and PE across the school (and the wider community)</p>	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 15 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.	Next year, plan with volunteers events and who can come to events focusing on which ones are competitions and which ones are inclusive festivals.
<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	£3495.78	Competitive sports can take place, during and after school with the correct grounds and zones allowing children to take part.  There are 10 afterschool clubs	Continue to ensure zones are safe for children to take part in sports and competition.

Signed off by	
Head Teacher:	Sue Spearman
Date:	13/07/22
Subject Leader:	Arnold Worton-Geer

Date:	30/06/22
Governor:	Louise Turner
Date:	13/07/22