

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:

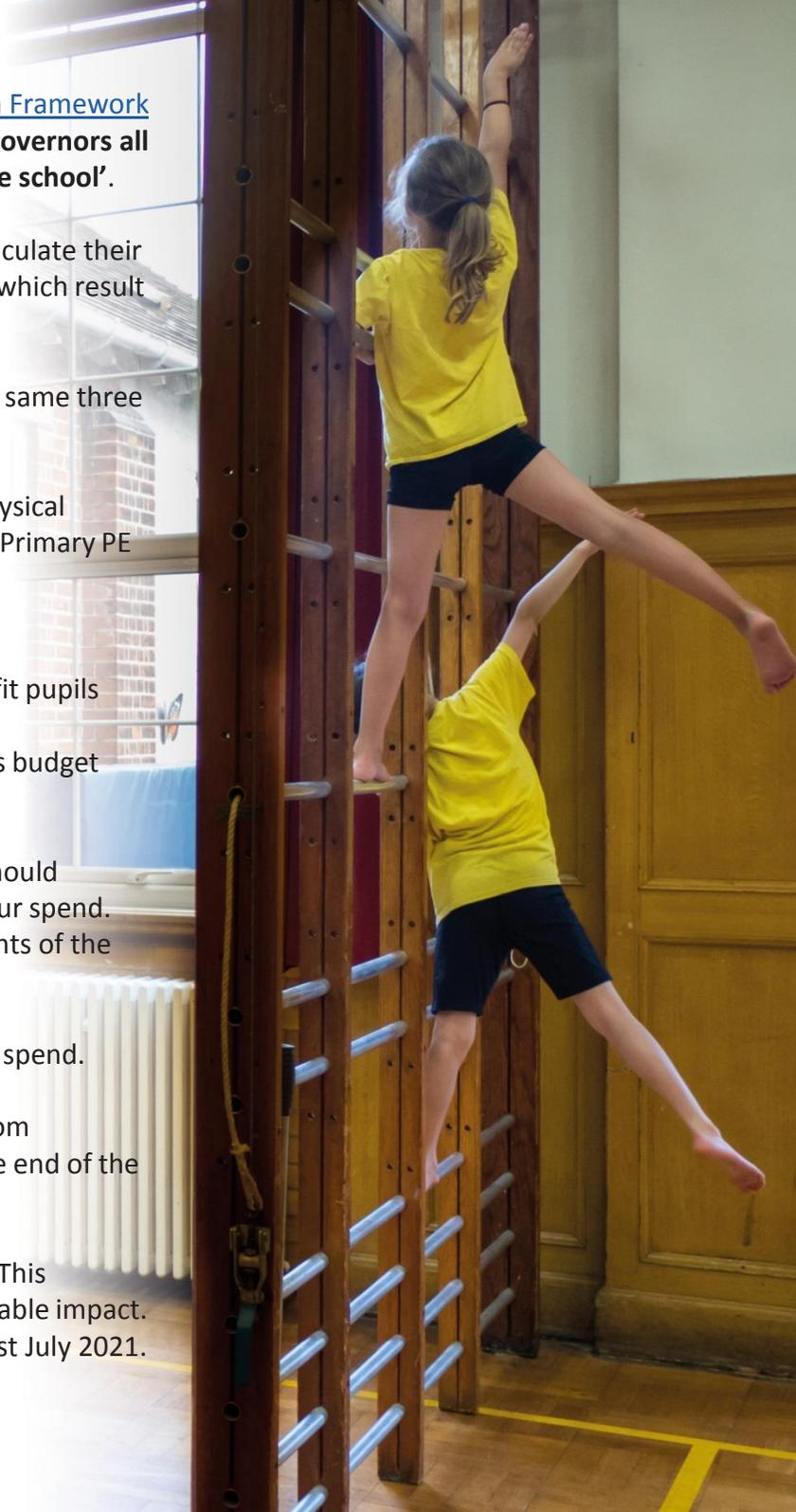
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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:
<p>Higher engagement of all pupils in regular physical activity, by using daily mile track for regular running activities each day and offering a good breadth of activities.</p> <p>Implementing a daily running club for children to be active before the school day.</p> <p>Identifying the least active children to engage in more physical activity at school to meet 30:30 targets.</p> <p>Recruitment, training and mentoring of PE Apprentices to support delivery of PE and school sport.</p> <p>Over 80% of children in Year 6 had represented the school in a sporting competition during most academic year</p>	<p>To ensure the teaching of physical education is at least GOOD across the school through team teaching and more CPD.</p> <p>To further increase the breadth of extra-curricular opportunities in school sports by entering gymnastics competitions next year.</p> <p>To offer a wider range of activities during active lunchtimes each day.</p> <p>To offer more substantial offer for PE during remote learning</p>

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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	£22,300
= Total to be spent by 31st July 2021	£22,300

<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>No swimming this year due to COVID and lockdown.</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>	<p>N/A %</p>
<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>	<p>N/A %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A %</p>
<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>	<p>No</p>

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: £22,300		Date Updated: 19/07/2021	
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:
					%
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?:
To increase the opportunities to be active during the school day and the variety of options available at school to ensure all children achieve 30 minutes of physical activity per day during a year of staying in bubbles and lockdown.		Purchasing of new PE equipment for every class bubble in the school to ensure they have enough equipment for all children and also a range of activities.		Total £1950	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • Enhanced quality of delivery of activities • Improved standards • Positive impact on whole school improvement • Easier pupil management • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
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 use the PE Team buy-back to be able to offer both virtual training for staff as well as virtual competitions for children during lockdown and when no face-to-face competitions are possible between schools.	<p>Sign PE Teaching Assistant up to virtual dance course to ensure lessons are as effective as possible when they are so many restrictions in place to be used in the Year 6 group.</p> <p>Years 3 & 5 given virtual dance home learning resources during lockdown to use with their classes during remote learning.</p> <p>Whole school given opportunities to take part in virtual borough competitions against other schools across Enfield to help improve pupil well-being.</p>	Total £3732	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Increased school-community links 	<p>PE assistant to provide support and expertise in lessons next year to ensure class teachers are more confident in lessons and develop ideas for planning their own lessons in future.</p> <p>To also use virtual competitions more as a way for more children to represent the school in Level 2 competitions.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation	Impact	42.24%	
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?:	
To continue to train and develop PE apprentice and increase his skills and experience to support and engage a great number of children through additional sports activities	To continue to employ, mentor and train an apprentice to work alongside the PE Subject Leader and further develop subject knowledge and confidence in dance using the PE Team virtual training. To support in running virtual and face-to-face competitions (when possible) to ensure children have a variety of opportunities to compete during their time at Eversley.	Total £9,420	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, inclusive curriculum provision • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance • Improved pupil attitudes to PE • Positive impact on whole school improvement • Easier pupil management • Ensuring strong, sustainable, effective links to the Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership 	To develop PE Assistant into a significant member of the PE team to be responsible for more areas of the subject area in the long-term future.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	22.42%
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>Additional achievements: To have additional activities available at break and lunchtimes as well as further options for Take 10 sessions that all pupils and classes will be able to access and use.</p>	<p>Purchasing play equipment for outside in the KS2 playground to offer different activities such as climbing for the children during break and lunchtime.</p>	<p>Total £5000</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • Enhanced quality of delivery of activities and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Positive impact on whole school improvement • Easier pupil management 	<p>To continue to build a more varied outdoor space for children to play in during break and lunchtime in both KS1 and KS2 playgrounds.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	16.73%
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 improve the quality of lessons and ability to host intra and inter house competitions against other schools in the borough to allow more children to participate.	Through using the PE Team buy-back to be able to offer virtual competitions for children during lockdown and when no face-to-face competitions are possible between schools.	Total £3732	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced curricular provision • Enhanced quality of delivery of activities • Improved standards • Positive impact on whole school improvement • Easier pupil management 	To also use virtual competitions more as a way for more children to represent the school in Level 2 competitions.