

## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

## Commissioned by

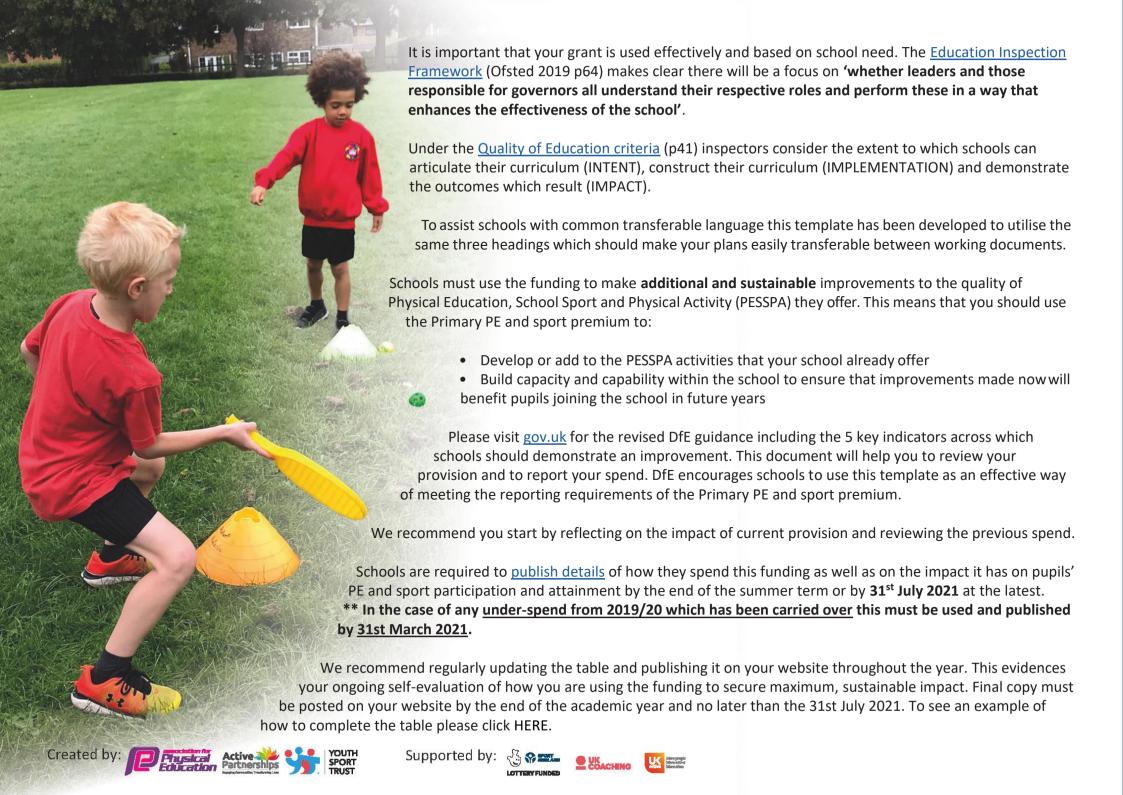


Department for Education

## **Created by**







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> <li>Adapted existing clubs to increase the number of children in total and the number of pupil premium children taking part each term</li> <li>DSSN sports event competitions embedded as part of the year. The provision of transport to events has ensured the inclusiveness of the opportunities for all. We were the Winner of the Year 1 competition in Berkhamsted</li> </ul>	<ul> <li>Offer a free multi sports club for all children following lockdown to encourage children back into sport</li> <li>Increase opportunities for competitive sport at KS2</li> <li>Purchase small equipment to increase the variety of sports on offer and the activities on offer for sports day and lunch time activity.</li> </ul>
<ul> <li>Forest school introduced to EYFS</li> <li>Increased confidence of sports TA to support PE teaching in the infants</li> <li>Swimming assistant CPD attended by sports TA</li> </ul>	<ul> <li>Increase the physical learning opportunities for the EYFS         <ul> <li>through access to forest school.</li> <li>through the redesign of the outdoor area for our EYFS children - to provide increased physical learning activities during class time and lunchtime.</li> </ul> </li> <li>Increase the confidence of the sports TA to support teaching in the juniors</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

If YES you <u>must</u> complete the following section

If NO, the following section is not applicable to you













If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020	Total fund carried over:	Date Updated:		
to March 2021	£8,586	03.11.20		
Key indicator 1: The engagement of	of all pupils in regular physical a	ctivity – Chief Medical Office	er guidelines recommend that	Total Carry Over Funding:
primary school pupils undertake at	least 30 minutes of physical ac	tivity a day in school		£8,586
Intent	Implemer	ntation	Impact	
All EYFS pupils are engaged and challenged physically in outdoor adult led and independent activity both during class time and during lunch time.	Remove the shed and concrete surface from within the Reception class play space to give the children access to a larger outdoor space for their physical development.  Employ the services of wildwood uk to design a space to include  - Extension of existing climbing to provide natural climbing with significantly more challenge than the existing equipment to	Shed removed for free.  Cost of concrete removal met from school maintenance budget  Carry over funding allocated: £8,586	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:  The physical activity of the Reception children has increased. Children are using the equipment at 9 a.m. The children are now climbing which they did not have the opportunity to do before. The activity provided now	This year will see a continuation of this development work – extending the physical challenge with areas for fine motor control – carrying and balancing poles and pouring, filling scooping in water play.





and

wood.







has challenge – the rope and

the den both allow for

climbing at higher levels requiring arm strength,

balance and co-ordination.

include rope for the

development of upper

body strength and

climbing over, under

structures made from

through

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	80%
<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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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/ <mark>No</mark>







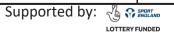




## **Action Plan and Budget Tracking**

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: £17,000	Date Update	d: 16.11.20	]
<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:	
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:
All EYFS pupils are engaged and challenged physically in adult led and independent activity outdoors both during class time and during lunch time.	<ul> <li>Add to the large physical equipment for gross motor development with sections for going under and crawling through, balancing along</li> <li>Add opportunities for smaller physical development movements (den structure with supple sticks for children to weave And water for smaller physical play including pouring, scooping, filling)</li> <li>Forest school provision from Easter 2021 until Summer 2021 (1 term)</li> </ul>	£7,000	The children can now balance along the top of the den. The children can now create their own den structure. The children can now balance to pour water into the natural pond  The children are now spending more time outside including one whole afternoon per week in the woods.	Continue to develop the outdoor space for other year groups for challenge  Continue to invest in the training and development of the forest school leader







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:
Embed physical activity into the school day through active break and lunchtimes.	Purchase new equipment to add variety to the equipment provided in the playground  Purchase gardening club resources to encourage children to be physically active during lunchtimes.	£500		Gardening club resources to be purchased.
Raise the profile of achievement in sport as being as important as achievement in other areas of the curriculum	End of year awards ceremony to celebrate achievement and effort in sport (In addition to the House cup,	Cost of cups met through parents association	outside.	













tey marcator 3. mereased confidence	e, knowledge and skills of all staff in t	eaching PE and	sport	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:
Provide the sports TA with the professional development apportunities to help them teach P.E in the junior classes.	Employ the sports TA for 2 afternoons each week to work alongside a sports specialist.	£5,888.75	The sports TA has taught classes 1 and 2 alongside the P.E. professional. The sports TA has also taught Class 4 alongside the PE professional. The sports TA provided online physical education learning during lockdown – for all classes.	The sports TA gains a recognised qualification – TA level 3 with a P.E. focus
<b>Key indicator 4:</b> Broader experience of	of a range of sports and activities offe	ered to all pupils	;	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:
Additional achievements:	Start a multi sports club for classes 2, 3 and 4.	£1,050	The multi sports club has continued through the Spring and	Question the children on the clubs they would like to see

Key indicator 5: Increased participation	ion in competitive sport			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:
Continue to increase pupils' participation in competition			Olympics day in the summer term for KS1 and KS2 Through DSSN we have a festival	Continue to invest in DSSN and arrange the tournaments a term ahead to ensure the maximum number of children at KS2 get to take part.

Signed off by	
Head Teacher:	Sally Roycroft
Date:	12.01.21
Subject Leader:	Sally Roycroft
Date:	12.01.21
Governor:	J Arthur
Date:	28.04.21











