

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:



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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 | £17,000 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2021/22 | £17,000 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17,000 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | 75% |
| 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 | 75% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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? | Yes/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: 2021/22 | | Total fund allocated: 17,000 | Date Updated: | |
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| 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?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> All pupils to receive 2 hours taught PE per week Lessons to be more active throughout the day and across the curriculum. Brain breaks to be used to re-focus children and improve concentration A range of sporting after school clubs to be on offer A percentage of PP to receive free after school club places All KS2 classes to receive intensive swimming lessons. All pupils to participate in whole school intra competitions Children given the opportunities to participate in wider competitions across the | <ul style="list-style-type: none"> Staff to incorporate at least 2 hours of PE into their weekly timetable Real PE lessons Getset4PE used to ensure teachers are confident in teaching the necessary skills Basic skills to be improved across the school Pupils to 'run a mile a day' throughout the school Lessons to be more active through the use Maths of the Day- Target pupil premium and obesity survey pupils through Change 4 Life clubs, Active club Breakfast Club and Kidz Club exercise Improve quality of playtimes/lunchtimes-staff | Sports Coach £2500 per year After School Sports Clubs Football £6,000 Gymnastics £3,000 Dodgeball £1,800 Multisport £1,500 Two week Intense swimming lessons for four KS2 classes £7,200 | Dedicated sports coach has allowed the children to explore additional sports and work closely with class teacher to insure learning objectives are met and cover the correct skills, Using Get set for PE as guidance and also to assess the children and support when appropriate. We will continue to use Get Set for PE. Pupils run the daily mile before each PE lesson. Yoga and Just dance takes place at breakfast club and Kidz club as well as a range of sports at Kidz Club. Target pupil premium children | |

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| <p>borough and across London.</p> <ul style="list-style-type: none"> Enhance activity at lunch and break time Pupils set and complete personal challenges | <p>given packs of activities</p> <ul style="list-style-type: none"> Pupils participate in personal challenges Range of clubs- before school, lunch and after school. SMCS learning cross curricular REAL PE focus and peer assessment/ support Links with Islington School Competition and Sports Development Officer Links with Arsenal in the community Link with Healthy Schools Co-ordinator | <p>PE and Sports Equipment</p> <p>£513.95</p> | <p>are offered places in afterschool clubs to encourage healthy habits and exercise. Will look into Change 4 life clubs.</p> <p>We offer a range of fun afterschool clubs which are often full booked, we continue to monitor the clubs.</p> <p>Pupils have opportunities to challenge themselves and are also challenged when appropriate.</p> <p>We have rebuilt links with various outside agencies due to covid, working together to support the children's development and give them additional experiences and opportunities.</p> | |
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation:</p> <p>%</p> |
| Intent | Implementation | | Impact | |
| <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> |

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| <ul style="list-style-type: none"> Maintain or improve on School Games Award PE objectives link to school learning behaviours Report through regular newsletter and on website and Twitter Assemblies led by pupils celebrating achievements and major sporting events. Noticeboards updated regularly Celebrate participation through certificates- introduce Values emphasis per term. Ensure that PE Leaders are clearly recognised. School competitions Class/year competitions Invite visitors to school as role models Sponsored events Assessment boards for pupils to self and peer review progress and set own targets to improve Display awards and trophies prominently | <ul style="list-style-type: none"> Use areas of social skills, personal skills, and cognitive, creative skills as part of whole school focus. Ensure values are demonstrated in lessons and in competitions Report through regular newsletter and on website and Twitter Assemblies led by pupils celebrating achievements and major sporting events. Noticeboards Social media Celebrate participation through certificates- introduce Values emphasis per term. School competitions to be held and points awarded Class/year competitions Invite visitors to school as role models Hold Sponsored events | <p>Maintenance of the Astro Turf £1,644</p> <p>School Sports Match £150</p> <p>Sports Day Field Hire £380</p> <p>Islington PESSPA Competition Package £1360</p> | <p>School Values continued to be used and demonstrated in lessons and competitions, We were award fair play award voted by other schools in Islington.</p> <p>Weekly reports go out in the school newsletter to share our achievements and experiences.</p> <p>Experiences shared in Celebration assemblies and children share their experiences in their class assemblies. House captains to take more control over sporting events 22/23.</p> <p>We were awarded the Gold Schools games award 21/22</p> <p>We had Tennis and Cricket role models come into school. Will work towards having more role models visiting 22/23</p> | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching 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: |

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| <ul style="list-style-type: none"> Enhance the knowledge, confidence and skills of staff to ensure the quality of PE is consistently 'Good' or higher across the school Investment in a robust scheme and lesson planning for teachers PE coordinator to give clear guidance on what is to be taught. PE Coach to help improve confidence and expertise of staff. Ensure all staff knowledgeable about Active classrooms. PE Leader to be supported by members of the SLT to ensure effective subject leadership and monitoring Improve knowledge of staff in more sports/ activities Coordinator to team teach/ support | <ul style="list-style-type: none"> PE Coach to teach alongside teachers. Purchase on-line planning GetSet4PE Coordinator implemented clearly linked curriculum maps & progression of skills document to support teachers planning. Coordinator to team teach/ support Qualified sports coaches to team teach alongside staff to develop knowledge, confidence and skills Cover for PE co-ordinator to lead and monitor (observations)PE across the school, including curricular and extra-curricular PE | <p>Get Set 4 PE planning and support £1031.25- for 3 years = £343.75</p> | <p>Get Set for PE has been great, it has allowed us to all use the same teaching method and cover the appropriate learning objectives. We have been able to assess the child affectively and support or challenge children further when needed.</p> <p>PE coach and Teachers discuss any development support and help each other make the lessons better.</p> <p>All staff have enjoyed using get set for PE and we have recognised improvement across the school in our PE lessons. Children have fed back that they are enjoying PE and love the range of sports across the year.</p> | |
| Key indicator 4: Broader experience of a range of sports and activities offered 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: |

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| <ul style="list-style-type: none"> Coordinator to update each curriculum map to ensure coverage of a range of sporting activities. Improved attitudes and participation in PE All pupils will participate in 2 hours of PE per week All pupils will engage in extra-curricular PE SEND pupils targeted for challenges and competitions More opportunities will be available for children to experience | <ul style="list-style-type: none"> Coordinator to write year group curriculum maps Purchase equipment for new sports- and for play times and lunch times Broad range of clubs offered Before and after school clubs offered. All classes timetabled to use outdoor equipment weekly Use external coaches to enhance experience Better range of activities available at lunchtimes and playtimes Outdoor and adventurous activities- link with Islington Foundation and Pool and Track Involve a range of external clubs & coaches Hula hoop/Skipping workshops for all pupils | <p>School Skipping Days £750.50</p> | <p>New P.E equipment has been purchased throughout the year to allow us to explore a range of sports. The children enjoyed exploring sports they hadn't tried before.</p> <p>New playground equipment has been purchased to encourage physical activity in a fun environment. This allowed lots of healthy choices for the children to enjoy without realising they were exercising.</p> <p>Outdoor and adventurous activities were covered throughout the year, the children particularly enjoy Orienteering which we covered as a competition, In PE as well as PGL.</p> <p>Hula/Hoop and skipping workshops booked for 22/23</p> | |
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| Key indicator 5: Increased participation 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: |
| <ul style="list-style-type: none"> All KS2 pupils to participate in competitions throughout the year. Pupils to develop their sporting attitude, focusing on our school games values (respect, friendship, love, kindness, wisdom and courage) and our learning behaviours (collaboration, independence, engagement and perseverance) PE Lead to develop the confidence of sports leaders and playground leaders and provide greater opportunities for students to lead, manage and officiate | <ul style="list-style-type: none"> Regular whole school Intra competitions throughout the year: Ensure intra class competitions every half term in pe lessons House, Class & Whole School recognised with certificates / trophies. Leaders to run competitions at break and lunchtimes | £ | <p>We participated in a competition called 'Beat the Streets' and finished in 1st place. This competition involved travelling around using healthy choices such as walking, scooting, cycling and more. The school community (children , staff , parents) came together to participate in this competition and was enjoyed by all. This has encouraged our community to use a healthier travelling option when travelling to school.</p> <p>All children in year 5/6 successfully participated in one or more of the Islington Schools competitions. We allowed the children to share the sports they enjoyed and worked throughout the year to ensure they all had a chance to participate. This also included photography, newsletter write ups and supporting the coach. We are extremely proud of our participation for 21/22, we were able to participate successfully , every student in yr 5/6 experienced a competition and we were awarded the school games gold award as well as voted by other schools for our fair play.</p> | |

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| | | | <p>We share our experiences in assembly, classes and on display. We award medals and certificates.</p> <p>Sports leaders helped set up PE lessons and playground games. Sports leaders and house captains to organise and run sports games in the pitch at playtime for 22/23</p> <p>Intra competitions are held at the end of every half term in PE, we showcase the skills we have learnt, putting them into match situations and then into a competition format. (yr5/6)</p> | |
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| Signed off by | |
| Head Teacher: | Lindsey Hodgson |
| Date: | Autumn 2021 |
| Subject Leader: | Sarah Cleary |
| Date: | Autumn 2021 |
| Governor: | |
| Date: | |