

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 2022. To see an example of how to complete the table please click [HERE](#)

Created by:



Supported by:



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7,737
Total amount allocated for 2020/21	£ 18,350
How much (if any) do you intend to carry over from this total fund into 2021/22?	£18,987
Total amount allocated for 2021/22	£18,260
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,760

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>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>Year 6 receive a safety by the water lesson delivered by the PE manager.</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 2022.</p> <p>Please see note above</p>	<p>74%</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>62%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>74%</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?	No, not yet
---	-------------

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:£1000	Date Updated:	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1 x 1 hour PE lesson allocated to each class every week.	<ul style="list-style-type: none"> New PE equipment purchased for all year groups in line with long term plans. Scheme of work available for all staff that include PowerPoints and videos. 		£909.29	<ul style="list-style-type: none"> Scheme enables teachers to grow in confidence when teaching. Encouraging all students to achieve outcomes. New equipment enables teachers to know all the resources are available for each lesson. Children have become very competitive with each other and regularly record running 5 laps a day.
To support children's physical and mental well-being, improved levels of concentration as well as physical fitness by encouraging them to complete the daily mile.	<ul style="list-style-type: none"> Blue track out in the playground, 10 laps equals 1 mile Staff encourage children to around it daily adding up their laps. Used as a warm up in PE lessons 		<ul style="list-style-type: none"> Gives children opportunity to move more during class time to aid focus during lessons. 	<ul style="list-style-type: none"> Enable staff to be able to offer and teach a wide range of sport within PE sessions with improved confidence building on year on year. PE and science lead to monitor impact of edible garden sessions across the school

<p>Improvements to engages children in regular, cross –curricular physical activity breaks throughout the day to help with mental health and well-being. E.g. go noodle, iMoves, super movers</p>	<ul style="list-style-type: none"> • Edible garden in playground allows students to dig, sow and water plants. • Trips to the Wetlands Centre in Barnes to walk around and discover local areas • Brain breaks in class that help students remain focused. 		<ul style="list-style-type: none"> • Understand the impact of healthy eating • Allows students to explore their local area and motivates families to visit the Wetlands Centre in their own time. 	
<p>All children encouraged to increase their fitness through key stage competitions and external competitions.</p>	<ul style="list-style-type: none"> • Students are placed into colour groups that compete against each other in athletics • Interschool sports competitions are help throughout the year covering a variety of sports. 		<ul style="list-style-type: none"> • External and internal competitions to be organised. • Sports day for EYFS/KS1 and KS2. Impact – development of social skills positive relationship building for life. Demonstration of leadership, teamwork and communication skills 	
<p>Children engaged in high quality play/regular activity throughout lunchtime break to increase: pupil aerobic activity, team building, communication, balance, coordination, core strength and mental health.</p>	<ul style="list-style-type: none"> • Stocktake of playground equipment was conducted at the start of the year, and more equipment was purchased so that each year group had their own resources • All areas of the playground are open allowing children to climb, balance, compete in team sports, play football, play table tennis and run. 		<ul style="list-style-type: none"> • New sports equipment purchased, with impact of increased participation in playtime and lunch time. • By each year group having their own equipment it allows more movement as there are shorter lines for four square, bounce ball, table tennis etc. • more children have equipment that is fit for purpose. 	<p>CLT to conduct a survey in classes to allow students to request new equipment that children would like in the playground.</p> <p>Communicate with lunchtime supervisors to purchase any equipment that needs replacing.</p>
	<ul style="list-style-type: none"> • Children are encouraged to 		<ul style="list-style-type: none"> • Children improve on basic 	

Physical activity cards placed around the playground to encourage students to compete against each other, and improve their fitness and skills .	<ul style="list-style-type: none"> complete activities around the playground and to compete against one another Cards are modelled by adults if children are unsure how to complete activity 		gross motor skills which helps them in their health and physical movement.	
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:
<p>To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p>	<ul style="list-style-type: none"> Students are encouraged to ride and scoot to school with a safe place to leave their bikes and scooters. Equipment is placed in year boxes to be handed out at break and lunch time. Teachers encouraged to use the outdoor space to teach lessons Edible garden in the playground allows students to get excited about eating healthy. Food grown in playground is used by kitchen in salads. Healthy eating workshops booked for 2022. Physical movement is embedded throughout the day. Upcoming sporting events are advertised in the weekly school 	<p>£1000</p> <p>(we also contributed to Edible garden on installation)</p>	<ul style="list-style-type: none"> Pupil numbers have increased in actively getting to school. Adults make sure all children are active and using the equipment correctly. Students get excited about eating the vegetables and fruit that they have grown. Students understand a healthy plate and what they need to eat in a day to remain healthy. Children are enthusiastic about playtime and lunchtime. 	<ul style="list-style-type: none"> Book in bike-ability to encourage more students to ride or scoot to school. Train staff who are uncertain on how to use equipment.

Pupils, staff and parents are aware of sporting activities and achievements across the school.	<ul style="list-style-type: none"> newsletter. Results and photos are displayed on website. Assembly with awards are given out after sports day. School participation at external sporting competitions. 		<ul style="list-style-type: none"> Children wear PE kit to school to maximise time spent in PE lessons. Children representing the school in at London Schools Games competition. Children focus on events during PE lessons which encourages participation. Children are motivated to win a medal on sports day. 	To ensure children are prepared to participate in any sporting event.
--	--	--	--	---

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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school.	<ul style="list-style-type: none"> To use qualified sports coach to work alongside teachers to team teach- enhance or extend current opportunities. All teachers to attend practical after school staff meeting 	We have received free CPD from Chelsea FC.	<ul style="list-style-type: none"> Children taking part in lessons that are confidently delivered by staff Teachers confidently delivering lessons with increased confidence and skills PE leads to be secure in whole school curriculum overview and progression map. 	Continue to use sport coaches to support staff.
Provide staff with professional development, mentoring, training and resources to help ensure confidence	<ul style="list-style-type: none"> Scheme of Work is embedded with a clear curriculum map across all phases. Staff are 		<ul style="list-style-type: none"> Teachers confidently delivering teach active break sessions alongside curriculum subjects. 	Monitor use and impact of scheme of work.

in teaching and delivering high quality PE resulting in higher quality teaching.	<ul style="list-style-type: none"> trained appropriately to ensure quality of teaching. Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes. 			
ECT teachers have a mentor from an outside agency who aids in building confidence and models correct way of teaching PE lessons	<ul style="list-style-type: none"> ECT teachers grow in confidence and can lead PE lessons developing student's skills and gross motor development. 		<ul style="list-style-type: none"> ECT teachers deliver PE lessons confidently to students and progress is developed. 	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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: £500</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>Support and involve the least active children by providing targeted activities, and running or extending school sports.</p>	<ul style="list-style-type: none"> Whole school sports day To learn new skills of throwing and catching, teamwork, knowledge of a new sport Have non completion activities so that children want to participate rather than win 	<p>£201.91 (to book the Lillie Rec sports field.)</p>	<ul style="list-style-type: none"> All students participated in a variety of activities aimed at all abilities. Children are excited to learn a new skill. 	<p>SEND focus for activities to encourage involvement</p>

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: £1,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children participate in the Mayor's Cup each year	Join the H&FSSA (school games package)	£1,100 to enter the H&FSSA (Hammersmith and Fulham School Sports Association) We received sponsorship for the football kit so didn't have to use our funds		
<p>£19,909.00 allocated to playground Imagineering to replace the pitch (MUGA – multi use games area) Work completed autumn 2022. This was blown down by Storm Eunice in Feb 2022.</p> <p>There is a plan to use the remaining £13,000 for outdoor gym equipment. This funding will be carried over to the new financial year 2023/24 whilst the company is chosen.</p>				

Signed off by	
Head Teacher:	Sue Hayward
Date:	December 2022

Subject Leader:	Claire Cook
Date:	December 2022
Governor:	
Date:	