

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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](#) (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

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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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>Represented Camden at London Youth games in: Tennis, Gymnastics, Tag- Rugby and Tri-Golf. Our Tri-Golf team finished in second place which is the highest ever Camden finish.</p> <p>More children are opting into events such as Cross Country.</p> <p>After school sporting registers continue to fill up and we have more and more children every year signing up for a sporting extra-curricular club.</p> <p>Finished in the top 3 schools again in the Camden Active League which measures participation in sporting events.</p> <p>School sport and activity remains to be a constant presence throughout the school.</p>	<p>Pupil Premium attendance for after school clubs as this is still relatively low. Targeting this group will be a focus when school opens more widely.</p> <p>Development needed for ways to engage our most inactive pupils, perhaps through incentives etc. PE Coach to devise a strategy for this.</p>

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

YES/NO * Delete as applicable

If YES you **must** 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 2021 to March 2022		Total fund carried over: £	Date Updated:
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £12,000
Intent	Implementation	Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To continue the professional development of PE Lead/Coach in order to enhance children's experiences through her getting a degree in Physical Education through Kingston University.</p> <p>Engage EYFS in Yoga.</p> <p>More needed here... Increase clubs offer after school for September:</p> <p>Cricket Athletics</p> <p>The Place Dance Project</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Match Fund the cost of the course</p> <p>Yoga teacher come into school to deliver sessions in the summer term.</p> <p>After/before school clubs Cricket – KS2 Athletics – KS1 &2</p> <p>Y3 and Y4.</p>	<p>Carry over funding allocated:</p> <p>£3,500- year 1 £3,500 year 2 £7,000 in total</p> <p>£500 – sessions during school day.</p> <p>Chloe to lead these clubs – not charged for as funded by Sports Premium.</p> <p>£1200</p>	<p>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?</p> <p>Children in EYFS are relaxed and engaged in reflective meditation and stretching.</p> <p>Children physically active and engaged in these sports.</p> <p>Children are physically active and taught dance by professional dancers.</p>
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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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.	
What percentage of your <i>current</i> 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 2021.	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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

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: £		Date Updated:	
<p>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</p>					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 get the children even more active at playtimes.	Improve playground equipment. Increase the variety of equipment available to them in early years, KS1 and KS2.	£4,000			Increase in playground equipment should lead to happier and healthier children to choose to engage in physical activity in their leisure time. Equipment is well cared for through equipment monitors. Because the packs rotate around classes children will not become bored of the activity packs different levels of challenges available for children to choose from. Coaches to lead games that the children can learn and play independently.
To give children activity breaks during class room time.	Introduction of 10-minute activity bags that are rotated weekly across the school. For 10 minutes a class takes their activity bag to playground and uses equipment. Will be things such as skipping ropes, hula hoops, throwing and catching etc...	£1,500			
Get children even more involved in organised games during lunch time	Lunch time sport coaches	£3,500			

Be able to record and monitor the activity levels of our children in order to target those who are most inactive.	Purchased 120 account logins for the app MiMove which allows children to register their activity levels daily and asks them to reflect on how they felt when active.	£500		
Chloe to launch this in assembly and write to parents re: MiMove.	KS2			
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 continue to celebrate sporting achievements in assemblies.	Provide medals, trophies and certificates for sporting achievements.	£300		Celebrating sporting achievements is a great way to raise the profile of physical activity across the school which may lead to an increase of children becoming physically active.
For children to get the chance to experience coaching younger children.	KTS sports leaders will be trained to deliver a range of fun games for children in lower year groups that they can coach remotely or in person. KTS sports leaders uniforms.	£1,000		Giving young people to chance to take on extra responsibility throughout the school and engaging them in sport through coaching.

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:
Playground staff to continue their professional development in games.	Training for playground staff.	£200		Skilled playground staff who are able to lead games for the children should result in happier playtimes where children are engaged in games.
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:

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:
Continue to raise standards across a broad range of sports- with a focus on team work.	Camden CSSA	£1500		Attending CSSA events gives the children a chance to compete competitively against other schools. Again, this helps to raise the profile of competitive sport throughout the school.
Each term every children in KS2 will be given the opportunity to participate in a sports tournament (intra or inter)	End of term festivals to cap off our learning- after school	£1500		Representing the school may be too much for some children so we will run intra school competitions to allow all children the opportunity to take part in competitive tournaments/ festivals in school.
Swimming Target non- swimmers for additional sessions in summer 2022. Shed for playground.		£2000 £500		Higher % of children able to swim. Children able to take part in games at play and lunch times.

Signed off by	
Head Teacher:	James Humphries
Date:	September 2021
Subject Leader:	Chloe Commins
Date:	September 2021
Governor:	Colin Reader
Date:	September 2021