

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£16407
Total amount allocated for 2020/21	£18347
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4975
Total amount allocated for 2021/22	£18350
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23325

## 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><b>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</b></p>	<p>We are a first school so our children swim in Year 3 for 6 weeks and in Year 4 for 15 – 16 weeks per class. The last 2 weeks of Year 4 they do a water safety course. They end off the year with a mini fun gala, where they all swim 2 events (Which they chose to do)</p>
<p>What percentage of your current Year 6 (we have year 4 as our oldest pupils in the school) 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>84% of our Year 4 children can swim 25m unaided on their front and their backs.</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>50% of the year 4 children can swim all 3 strokes for 25m</p>
<p><b>What percentage of your current Year 6 (Year 4) cohort perform safe self-rescue in different water-based situations?</b></p>	<p>94% of our Year 4 children did the Water Safety 1 Award course</p>

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<p>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?</p>	<p><b>Yes/No</b>      Yes we did 2 crash courses for our non-swimmers. One was in May Half Term for 3 days. All 6 children are now proficient in swimming 25m on their front and back.</p> <p>We are also using our funds to fund some Year 3 children as a boost (swimming crash course for 3 days) in the Summer holidays before Year 4 swimming begins in September.</p>
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## 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: £23,325	Date Updated: 20.7.22	
<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:
				15%
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 children from Year 1 – 4 have had at least 2 to 3 hours of PE a week. More PE = better mental health for all. Also more mini breaks for the children = daily mile. Forest School for Year 1 children – to be more active outdoors. Good quality playground equipment for the children to use to practise skills. Children to be more active and healthy and release tension. Also to catch up on skills children didn't get through lockdown. Build up physical strength as many were shut away in their houses. To enjoy and celebrate physical activity and see the benefits of it. To become fit healthy children.	We have employed professional coaches to come in and do extra tennis and golf with the children. Each year group has had 5 – 6 weeks of tennis and 5 – 6 weeks of golf. This is due to the fact that we couldn't run clubs at lunch time due to the hall not being able to be used as it was used for eating lunch and place outside was used up by all the bubbles. Therefore we added more PE to the school day to help with wellbeing and CPD at the same time for the teachers. We also had coaches in for archery- great for upper body strength and orienteering. Children were very active during these sessions. After covid restrictions lifted- Clubs commenced in the Summer	£3500	Children have really benefitted from the extra activity. When they came back in September quite a few children were out of shape and had anxiety. We had to keep to our bubbles still. The extra PE sessions have helped get children back into shape both physically and mentally. Teachers have also enjoyed the CPD and getting out doing more PE with the children. Also learning from the sports coaches in the extra sessions. The children have benefitted from the extra equipment at playtime. Skipping, hula hooping, playing tennis and football and making up creative games with	To continue with extra sessions into next year as we have found more activity in the week gets the children to be more calm and focused in the classroom. They also learn things like sportsmanship and sharing. Encouragement and achievement. To get more Sports Leaders trained and helping with the clubs.

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To buy more equipment for clubs.	term once again for all the children.		the equipment too. We started clubs again at lunch time with a Sports coach. The children did Boccia, Stacking cups, Rapid fire cricket and Obstacle courses. In the Summer term the Sports Leaders were allowed to help once again with these and cross over bubbles.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 15%
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>Ensure we are covering the necessary objectives from the National Curriculum and to ensure that the documentation reflects the curriculum objectives and vocabulary that the children will learn, ensuring our curriculum intent is clear.</p> <p>To find ways to ensure that we can show that children are learning and knowing more by following our curriculum.</p> <p>To ensure that the subject leader has a clear knowledge of the intent, implementation and impact of the curriculum in PE. To enable them to articulate and share their knowledge</p>	<p>Time for PE SL to work with year group teams to look in detail at planning and update the appropriate curriculum documents. Dance and gymnastics was updated this school year. The teachers have found the Core Tasks build on the skills that the children have. Also that they are enjoyable for the children. Subject Leader developed these Core tasks with the year group teachers.</p> <p>Subject leader subject monitoring time to be allocated.</p> <p>Buying into a PE scheme if need be. <b>(Complete PE</b> is ordered for September and we will look at the rest of the curriculum then and</p>	£3500	<p>Children will be doing PE with good progression over their years at Icknield Walk First School. This will have an impact on their ability and confidence. Due to teachers been upskilled in Dance and Gymnastics by talking through the planning with the subject leader and her giving them ideas and talking through the progression and the units. CPD in June and July for gymnastics was also given by a local gymnastics coach. All teachers in KS1 and 2 were given the opportunity to watch and ask questions while the coach was in they also got a handout.</p>	<p>To have the gymnastics coach in again for CPD in October once we have settled into the new school Year to look at gymnastics on apparatus. Look at the Complete PE scheme and get some CPD on that to upskill teachers and improve standards in PE. Continue with Crash courses for non -swimmers in the holidays.</p>

confidently.	update our planning.)			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				8.5%

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 upskill teachers in Gymnastics and Dance over the Year. CPD by gymnastics coach – KS1 and KS2 coach. Dance school in to do display for children to watch. CPD from professionals in school such as orienteering, tennis, archery and golf.	Subject Leader worked with the teachers to do their planning for gymnastics and dance for the year. There is now good progression over the years with a variety of dances learnt over their years at Icknield Walk First School. Gymnastic skills show good progression and all areas are covered for the children's age and ability.	£2000	Improved standards of PE lessons. Therefore teachers feel more confident in teaching the many different sports including dance. In fact Year 2 did a dance for the whole school for the Jubilee and the Year 3 children did a dance for the Sports days to show the parents at the end. This shows brilliant confidence in our teachers who now feel happy enough to show the children's work off. Lots of games learnt from the tennis and golf professionals were used for the children's lessons as warm ups by the teachers. The teachers also felt confident enough to take their own classes when the tennis coach was ill. Children took part in golf and tennis competitive tournaments in	Continue to support the CPD of teachers when and where they feel they need the training especially gymnastics and apparatus this year. <i>Continue getting professionals in to learn from through their lessons.</i> Continue to provide competitions for our children. Buy new resources Complete PE

			year 4 against other schools.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 40%
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>Additional achievements: Professional tennis lessons for Year 1-4</p> <p>Professional golf for Year 1- 4 Orienteering and Archery as added extras.</p> <p>Providing Year 4 children with opportunities to sail, do archery, orienteering and climb.</p> <p>Supporting children that don't like PE and with special educational needs to be assisted in PE and enjoy physical activity again.</p> <p>Gifted and talented to be provided for.</p> <p>Sports clubs – SL and sports coach</p>	<p>Pay professional coaches to coach additional sports lessons on top of their 2 hours of PE. Teachers attend with their classes.</p> <p>Additional adults needed to support these activities due to ratio constraints.</p> <p>We took children from yr1 – 4 to festivals and tournaments against other schools</p> <p>Year 4 on their residential got to experience archery, sailing, climbing and cycling.</p>	£9325	<p>All children involved in extra school sport from year 1 – 4)</p> <p>Skills are being developed and improved on year on year.</p> <p>Confidence, ambition and teamwork is improving across the school.</p> <p>Even the reception classes got to experience an afternoon of golf with our golf coach and work with the tennis coach for another afternoon. They were thrilled to be given the opportunity and the children start at a young age realising that there are different sports and activities out there that are fun.</p>	<p>The staff are learning at all times and continually trained while professionals are teaching the children. Teachers and TAs are in all the lessons.</p> <p><i>In swimming we will pay for extra crash courses for our children if required.</i></p> <p><i>Tennis and golf lessons to be continued by professional coaches on a Thursday / Friday for all year groups. Year 1 – 4 over the year.</i></p> <p><i>1 session each for the Reception classes.</i></p> <p>More clubs at lunchtimes and after school at least 3-4 times per week to be offered to all</p>



				children from Year 1-4, throughout the year.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21.5%
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>Lots of festivals and tournaments across the school from Year 1-4. Taster sessions in tennis and golf for the Reception children.</p> <p>Golf competition in school for all year groups, organised by the professional sports coach. Every Thursday over the second half of the Summer term.</p> <p>Year 4 children to go to the Golf Club for a putting competition on an actual putting green</p> <p>Archery competitions in Year 4 and Year 3 to get a taster session as added PE in the Summer term</p> <p>Many tournaments and festivals to be organised through the Royston Schools Sports Partnership</p> <p>Schoolympics with additional sports like bowls.</p> <p>Year 4 gala</p> <p>Sports day for all children in Reception to Yr 4</p>	<p>Pay into the sports partnership. A wide range of sports provided to the children between Year 1 – 4. Tournaments and festivals provided regularly</p> <p>These were provided for the children of Icknield this Year and we went to them all.</p> <p>Year 1 to Multiskills festival</p> <p>Year 2 to Multiskills festival and trigolf tournaments</p> <p>Year 3 to Tag rugby and cross country</p> <p>Year 4 to Football festival, Netball skills afternoon, cross country, rounders festival, trigolf and tennis tournaments, Gifted and talented session, Rapid Fire cricket tournament, Gala and Schoolympics where they got a range of sports they could choose to do. (Tennis, golf, athletics, bowls, handball, tag rugby, multiskills, football, gymnastics and dance)</p>	£5000	<p>All children involved in extra competitive school sport from Reception to Yr. 4.</p> <p>The children came back from every tournament or festival filled with pride and beaming about their achievements and successes. They all learnt new skills and rules as well as tactics. They got to mix with other children from different schools so this helped their social skills. They got to learn about winning and losing and how to do both gracefully and humbly.</p> <p>Over all more confident, happy children. They also got to learn to deal with being nervous and how to overcome this.</p> <p>Life skills are learnt from sport and children who part take in sport generally become more confident. Their self-esteem grows and they have broadened their limitations of what they can achieve.</p>	<p>Continue to support the School Sports partnership as they provide the tournaments and festivals. This money was sent and will be continued to be sent as it is so valuable to our children's experiences when we can get back to proper festivals and competitions again.</p> <p>Release Subject Leader to plan tournaments and sports days. Subject Leader to continue to give children the opportunity to compete against each other, other schools and at county level where possible. Also to flag up any talented children to local clubs.</p>

	<p>Year 4 swam in their Year 4 gala. Every child in year 4 did 2 events of their choice.</p> <p>Sports day – athletics activities from Reception to Yr. 4 in 3 different Sports days this year- Rec, KS1 and KS2 all held on different days</p> <p>Sports Leaders from Year 4 helped the children in Reception and KS1</p>			
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Signed off by	
Head Teacher:	Jane Sherwood
Date:	23.7.22
Subject Leader:	Vanessa Stubbs
Date:	22.7.22
Governor:	Kate Hackwell
Date:	23.7.22