



# Evidencing the impact of the Primary PE and sport premium

Commissioned by



Department  
for Education

Created by

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](http://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 **31<sup>st</sup> 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](#).

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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 style="list-style-type: none"> <li>● Embedding skills, knowledge and confidence of the Sports Apprentices to deliver PE lessons across the school.</li> <li>● Offering a range of after school clubs and before March 2020 an increased range of activities and competitions through Stevenage Sporting Futures for children.</li> <li>● Embedding the role of Sports Ambassadors to support and develop enthusiasm for being active across the school.</li> <li>● Broadening and deepening the curriculum and ensuring it was more accessible for all children.</li> <li>● Reintroduced the daily mile across the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>● To increase the number of children that can complete safe rescues in different water based situations.</li> <li>● To develop the motor skills of children in EYFS.</li> <li>● Further develop subject knowledge of teaching staff, particularly the apprentices.</li> <li>● To improve the general health, fitness, motivation and well-being of children returning to school following multiple lockdowns.</li> <li>● To close the gap between those children who have been active during the lockdowns and those who have not.</li> </ul> <p>COVID has had a very negative impact on children’s overall fitness, ability to access a range of sporting activities (particularly swimming) and opportunities for competition against anyone outside of their year group pods. Staff have endeavored to provide a range of activities to increase the health and fitness of children against the odds and look forward to a time when restrictions allow participation in a wider range of sports and competitive sport to return to the curriculum.</p>

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

YES \* 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.

<b>Total amount of Sports Premium allocated for 2020/21</b>		<b>£19,730</b>		
<b>Total of Revenue Funding allocated for 2020/21</b>		<b>£8229</b>		
<b>Total PE spend using Sports Premium and Revenue funding</b>		<b>£27,959</b>		
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Next Steps</b>
<p>Providing a range of appropriate resources to enable all children in pods to access daily PE and fitness activities, in a COVID safe way.</p> <p>To support the children to re-engage with their peers and develop their social emotional well-being and resilience following the lockdowns.</p> <p>To support the children to improve their well-being and re-engage with daily fitness and sports activities following the lockdowns.</p>	<p>Purchased a range of differentiated equipment, including balls, bean bags, frisbees and bats to provide to each pod, that opened in June 2020, with a range of resources to enable them to engage in daily fitness activities.</p>	<p>£1,683 - <b>6%</b></p>	<p>Children participated in a range of daily sports including, the daily mile, football, summer games and basketball.</p> <p>Some of these resources were also used during play times as well as during PE lessons.</p> <p>All children were able to engage in a virtual sports day either remotely or within their pods.</p>	<p>Develop the fitness and well-being of all the children, especially those that have been least active.</p> <p>Provide a wider range of sports and activities (COVID permitting) in the Autumn 2021.</p> <p>To refocus PE lessons on teaching the skills required for a range of sports across the curriculum.</p>

<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 practiced safe self-rescue techniques on dry land.</p>	<p>62 children</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><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 2021.</p>	<p>47%</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>42%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>53%</p>
<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>No swimming top up due to COVID</p>

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £27,959		<b>Date Updated:</b>	<b>Percentage of total allocation:</b>
<b>Key indicator 1:</b> The engagement of <u>all pupils</u> in regular physical activity – Chief Medical Officers guidelines recommend that <u>primary school pupils undertake at least 30 minutes of physical activity a day in school</u>				25%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>£6,941</b>
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 run a range of after school and lunchtime sports clubs to help increase the amount of physical activity undertaken by pupils.</p> <p>To support the online teaching of PE through the provision of dance videos.</p> <p>To share good practice and resources to the wider staff (as PE staff were only allowed to work with limited year groups).</p>	<p>After school clubs for specific year groups ; Multisports Year 1 and 4, table tennis Year 5 and Girls and Boys football Year 6.</p> <p>2 weekly after school dance clubs during the Autumn term 2020. Plus dance teaching for Year2 (Nov, Dec and March) and weekly videos during Spring term lockdown used in school by pods and sent out for families to access.</p>	<p>£3,741</p> <p>£3,200</p>	<p>Clubs have helped social and emotional well-being as well as communication, team skills, personal skills and fitness.</p> <p>This has supported their curriculum progress.</p> <p>The dance videos were very popular, motivated and engaged both in school and at home. The videos encouraged a wider range of participation in dance activities and PSHE discussions about gender based activities. The year 2 children also improved their gross and fine motor skills.</p>	<p>Increasing the range of sports offered and number of children participating in additional clubs and sports, especially those who are unable to access clubs out of school.</p> <p>To consider using the specialist dance teacher to deliver a bespoke unit to children across the school.</p>

<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:
				12%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>£3,454</b>
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:
Purchase of new sports equipment to enable more children to access a greater range of sports activities and develop their motor skills particularly EYFS.	Purchase of – Suitable play equipment specifically to develop motor skills in EYFS.  Table tennis equipment, goals, scarves, hurdles, Variety of balls including - basketballs, tennis, football, foam and scented, javelins, slalom poles, agility ladder, markers, hoops, goalkeeper gloves and shin pads.	£2,229	Motor skills in EYFS are still a cause for concern. Many children have been significantly impacted by the repeated locking of play parks locally due to COVID.  Engaged a greater number of children in physical activity, especially during break and lunchtime. Helped children to increase their ability to work in teams cooperatively.	A new large climbing frame has been purchased for the EYFS playground and this has specifically been designed with the development of upper body strength in mind.  Continue to provide an increased variety of high quality equipment and sports to engage and enthuse children of all ages.
To increase the amount of physical activity and engagement in learning across the curriculum.	Inclusion of physical activity in Maths lessons and homework through 'Maths of the Day' resources and orienteering resources.	£1,225	Children have accessed fun physical activities, whilst learning maths. This has supported staff providing home learning activities during lockdown, with differentiation and more physical lessons returning from lockdowns.	As children return to school post lockdown, physical activity throughout the day will be key for well-being. Extending this to use active English resources in 2021-2. Develop the activities offered as part of breakfast and afterschool clubs.

			Outdoor orienteering has helped all pupils across the school to engage further with outdoor activities and has contributed to an improvement in their team skills and problem solving which has positively impacted their progress throughout the PE curriculum.	
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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:
				42%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>£11,631</b>
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 increase the confidence, knowledge and skills of the two apprentices in the delivery of the PE curriculum across the school.	1 day a week training provided by Stevenage Sporting Futures. Training including; mentoring, observations, teaching skills, subject knowledge and monitoring of coursework (HA).	£8,731	The quality and confidence of the delivery of PE, across the curriculum has improved both apprentices have now completed L2 and one has completed L3 qualifications. This has a positive impact on the attainment and progress of all children.	Continue to develop the apprentice's subject knowledge and ability to differentiate the curriculum for all children. To support and further develop the subject knowledge of class teachers in PE.
One apprentice to complete Level 4	To further develop knowledge	£600	Greater subject knowledge and	To plan and deliver a unit of



<p>training to include the delivery of Gymnastics and consolidate knowledge and delivery in other areas of PE.</p> <p>To provide PE provision for children in the Y5 KW pod during the Spring 2021 lockdown.</p>	<p>about the National Curriculum, engagement, well-being and subject knowledge regarding planning, teaching, differentiation and progression in PE.</p> <p>2 days a week provision from a Stevenage Football Club Sports coach during Spring lockdown.</p>	<p>£2,300</p>	<p>specific skills and knowledge regarding health and safety of delivering gymnastics.</p> <p>Children in the Year 5 KW pod maintained their fitness and were able to access regular PE during this period. They developed their skills and knowledge in basketball and football. He also acted as a sporting role model and provided sporting inspiration for the children.</p>	<p>work in gymnastics.</p> <p>Continue to provide good sporting role models and inspirational sporting achievements.</p>
<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>15%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p><b>£4,250</b></p>
<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>

To access a wider range of sporting events across the town.	Membership of Stevenage Sporting Futures has allowed us to access support from the inclusion specialist, training from Swim England and access to advice regarding delivering PE during lockdown.	£4,250	<p>Increased awareness of opportunities for teaching children water safety in school.</p> <p>Advice, assessments and on-going targets for specific children with motor skills needs in order to develop skills and access the PE curriculum.</p> <p>Staff were provided with ideas and resources to use when planning PE for children working remotely.</p>	School will continue to be part of Stevenage Sporting Futures and access a wider range of sports once COVID restrictions allow these.
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Due to the impact of COVID the school has not been able to participate in face to face competitive sport against other schools this academic year.</p>	<p>In the Summer term 2020, the staff created a virtual Sports Day. Each phase was set different tasks and the children working remotely were asked to send in their achievements.</p> <p>During PE lessons children have been encouraged to compete against themselves and their peers. In the form of beating their personal best times and performance in a range of activities.</p> <p>The school has participated in virtual competitions through Stevenage Sporting Futures.</p>	<p>0%</p>	<p>All children were given the opportunity to participate in an inter house competition against their peers.</p> <p>Staff have increased their awareness of the impact of competition on children's performance. The children are becoming more resilient and this type of teaching allows children to better reflect on their performance and the impact of small changes.</p> <p>Children in Year 6 were able to participate in a virtual football competition.</p>	<p>For the school to be able to re engage with competitive sport within Stevenage.</p> <p>Staff to continue to use self and peer competition in daily lessons. The data collected week on week can be used to track progress and for metacognition in PE lessons.</p>
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