

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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:

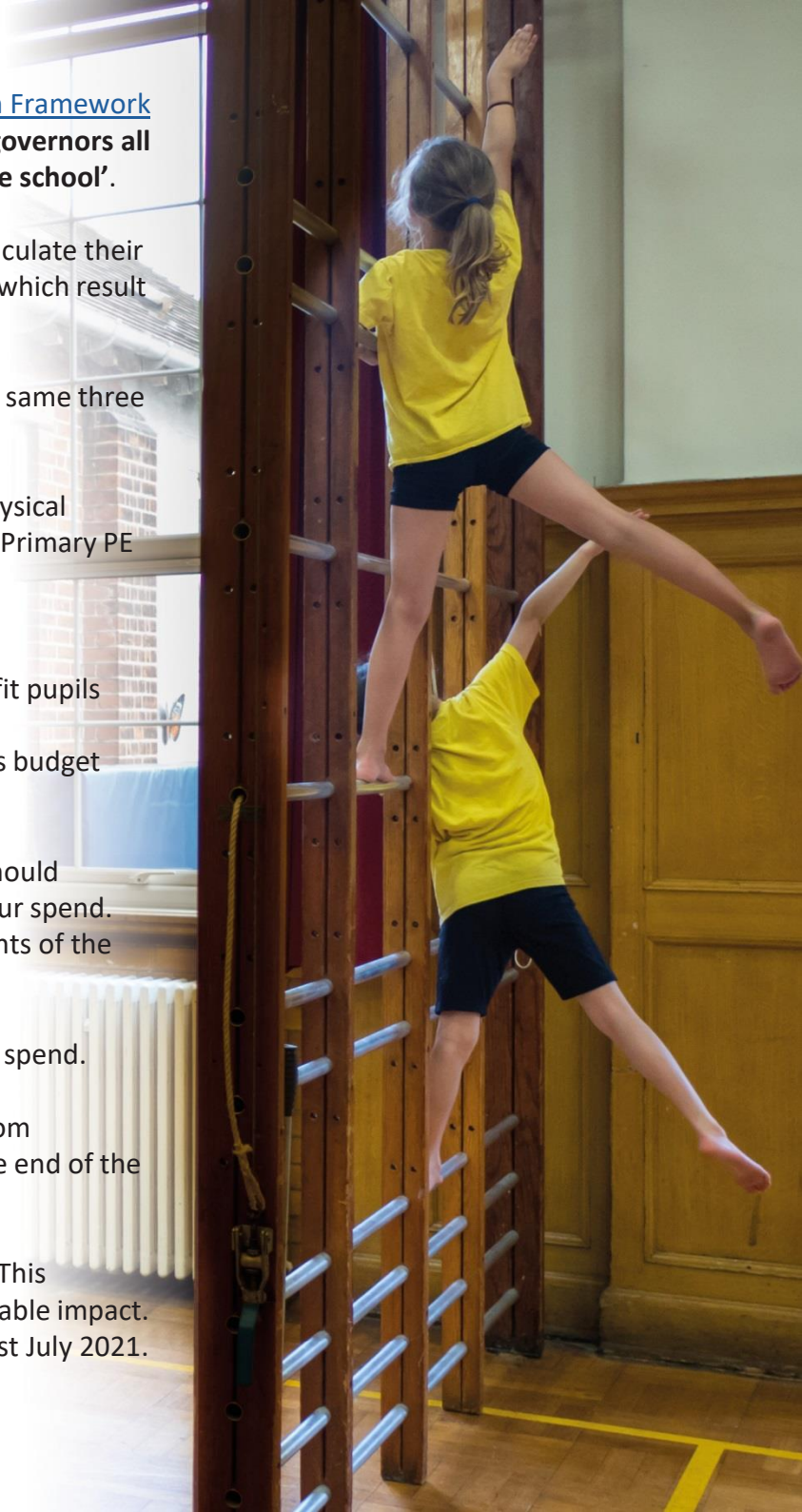
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 by the end of the summer term or by **31st July 2021** at the latest.

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:
<ul style="list-style-type: none"> - Sports captains involved in equipment and game management. - PE leads chosen from every class for leadership opportunities across the school. Supported by Chelsea football club and PE manager. - Lesson support for teachers in PE - Maintaining PE shed - Organising Chelsea Football Club provision throughout the year. - Organising Fulham Football Club to support with sports day. - Organised and ran two sports days (KS1&KS2 and EYFS) - Participation in Mayors cup - Installation of climbing frame. - More active areas set up through purchasing of new equipment. 	<ul style="list-style-type: none"> - More participation of competitive sport - Continue supporting children with physical activity through active lessons (gross motor skills are behind across the school due to lockdowns) - Swimming across all KS2 next year - Incorporating outside agencies again with PE CPD for new teachers. - More support for staff on playground to engage children in games and physical play during break times.

Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES

Total amount carried forward from 2020/2021 £5658
+ Total amount for this academic year 2021/2022 £18110
= Total to be spent by 31st July 2022 £23768

<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 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>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 2021.</p> <p>Please see note above.</p>	48%
<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>	36%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	36%
<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?</p>	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: £23768		Date Updated: 21/7/22	
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?:	
1/ The engagement of all pupils in regular physical activity – having a healthy active lifestyle		- Football pitch and climbing frame from Pentagon Play		- Children more active throughout the school day - Given more exciting opportunities to be physically active during play times - Pupil voice - student council decided we needed more equipment to be PA on the playground	
		£21268.97 £17 500 (sports pitch) £3768.97 (climbing frame) (£8556.03 to be taken from next year's SP budget)			
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 inspire an exciting curriculum designed to engage pupils in a wide variety of regular physical activity.</p> <p>To raise the self-esteem and recognising their talents of our pupils by celebrating their achievements</p> <p>To raise the profile of PE amongst our parents and wider community so that we are promoting good sports, health and fitness.</p>	<p>Planning to focus on how our school values can be channelled alongside those of values, sports and athletes to inspire children to take up sports.</p> <p>Teachers to recognise and celebrate sporting achievements in Starworker Assemblies including those achievements from outside of school or borough competitions.</p> <p>Raise profile of PE amongst parents to further develop positive attitudes towards physical fitness by promoting half term and holiday challenges through school comms</p> <p>Further improve pupil awareness and understanding in Mental Health and Wellbeing with a particular drive on strategies on how to be mentally well through our RSE & PSHE curriculum, assemblies and Children's Mental Health Week</p> <p>Celebrations of sporting achievements communicated</p>	<p>£0</p>	<p>School values incorporated in all PE lessons. PE champions celebrated in Celebration Assembly – recognising those who demonstrate the school values through PE lessons. Rewards are shared with parents through weekly assemblies.</p> <p>Sports Captains and Buddies are actively involved in encouraging active play at break times.</p>	<p>Class teachers will teach PE in the next academic year – values built through classroom and through PE lessons.</p> <p>Explore further opportunities to engage parents in Sports at FPS and further opportunities to engage with Sports opportunities in the local area.</p>

	via school's website, Twitter & the weekly newsletter			
	A display that is regularly updated to show fixtures and results of all in- house/in- borough competitions.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

%

Intent	Implementation		Impact	2.3%
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:
1. Improve quality of planning and assessment to ensure high quality PE teaching 2. Improve tracking and reporting of PE and Sports premium	TLG-sport and activity package to use as curriculum map for whole school. Package supports teaching, assessment and progression.	£548	To support good progression for children and to support staff in confidently teaching and assessing PE. School leaders as well as the subject leader have greater insight into standards in PE across the school.	Planning will support teachers in the teaching and assessment of PE. Insure good progression of skills throughout the school. Investigate how to encourage inactive pupils to attend after school clubs. This will help to support active 30/30 initiative

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

Percentage of total allocation:

%

Intent	Implementation		Impact	3.6 %
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:
1/ Ensure all PE lessons are well	Update inventory and purchase new resources for delivering lessons (new	£845.03	Necessary equipment available to deliver the school sports programme	Investigate CPD for lunchtime staff to ensure equipment is

<p>resourced with high-quality equipment</p> <p>2/ Introduce and run a broader range of sports during lunchtime play.</p> <p>3/ Ensure a broader range of sports are being taught during PE lessons.</p>	<p>netball hoops)</p>		<p>– without staff being hindered due to inadequate resources.</p> <p>The playground will be better equipped and will be used in lessons, giving children the opportunity to reinforce the skills they have been learning in lessons.</p> <p>Lunchtimes are more active and enjoyable and there have been fewer behaviour incidents. Tracking of pupils engaging in sports to support active 30/30.</p> <p>Watching students during playtime interact with sport more positively.</p>	<p>being used effectively.</p> <p>Task sports captains and specific staff to ensure equipment is maintained and stored correctly to increase longevity of equipment.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	4.66%
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>1/ Promote competitive opportunities for all pupils across school (year 2 – 6) in both intra and inter school formats o PE lead /School coach to lead intra school sport o PE lead/ School coach to arrange inter school competitions and coach to accompany e.g. arrange regular ‘friendlies’, inviting other local schools to QM on Friday afternoons when Mayor’s Cup matches aren’t on</p> <p>2/ Greater use of recognition slips in PE to reward achievements in sport e.g. effort, fair play, teamwork, determination, sportsmanship, improvement during sports</p> <p>3/ Ensure that all sports coaches and instructors employed to support after school sports clubs are quality assured</p> <p>4/ Make further links with community clubs</p> <p>5/ Increase range of children representing school in competitions</p>	<p>Pupils recognise the wider benefits of participating in sport and consider it an important part of their development</p> <p>Pupils recognise the wider benefits of participating in sport and consider it an important part of their development</p> <p>The extra-curricular sport provision is of high quality and delivered safely by school staff and quality assured coaches</p> <p>All children know they are welcome to attend trials for competitive sporting events</p> <p>Record kept of children who have competed in intra and inter-school events Involve whole school in competitive sports day.</p> <p>Involve as many children as possible in a broad range of level 2 School Games competitions and sporting events</p>	<p>See Key indicator 4</p> <p>£106 (sports day)</p> <p>Cost of HFPSS membership and events £1,000</p>	<p>Participation rates Intra/Inter school sports</p> <p>Feedback from community clubs</p> <p>Watching students during playtime interact with sport more positively.</p> <p>Increasing participation and enjoyment of students in physical activity in sports.</p> <p>Excitement and engagement for competitive sport as a player, referee and spectator</p>	<p>Allocating classes to attend specific competitions.</p> <p>Using parent volunteers to support during match days.</p> <p>Using outside agencies to support skill development, support teachers and children.</p>

	Ensure that staff/teams have necessary and appropriate kit for competitions and events			
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Signed off by	
Head Teacher:	Maryanne Boon
Date:	21/7/22
Subject Leader:	Samantha McCririck
Date:	21/7/22
Governor:	Andy Mathias
Date:	21/7/22