

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£5982.60
Total amount allocated for 2020/21	£16550.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4652.16
Total amount allocated for 2021/22	Figure not published yet.
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
What percentage of your current 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 2020. Please see note above	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

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: £16550.00.		Date Updated: September 2021	
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?:	
• Provide a range of activities – implementation of new extra-curricular timetable. • Increase the number of clubs for children, particularly more unusual sports and activities		• This was difficult due to Covid-19. Extra-curricular activities were not able to happen, but we did try to provide playtime activities and intra- and virtual inter- school challenges: speed stacking, skipping, cricket, running.		• Reinstate and reintroduce extra-curricular activities in September 2021 – this will include a big re-launch of clubs and activities • Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending. • Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend. • PP funding and free places given where applicable to support families who need extra – help accessing these clubs	

Provision of personal challenges to encourage active break and lunchtime behaviour	- Use of HWSSP personal challenges: Autumn Term skipping, Spring Term speed stacking - School-based personal challenges: cricket (KS2)/ball skills (EYFS/KS1)		100% of children in YN-Y6 participated in intra-school competitions: skipping, cricket/ball skills, running 100% of children in KS1 and 2 participated in inter-school competitions: skipping, speed stacking	- As Covid-19 restrictions ease, we will re-introduce Sports Ambassadors and play leaders - As bubbles can mix, use of Y5/6 children to lead playground games and challenges for younger children - Training planned for MSAs to encourage active break and lunchtimes
Continue Daily Mile	- Provides children with a healthy exercise first thing in the morning providing fitness. - All classes this year have engaged with it as they can – some classes running round school field rather than outside school grounds depending on adult support available (not all adults in school are able to run at the pace of the children!)		- All children access 15mins Daily Mile, and at least 30mins at break/lunchtime – so well over Chief Medical Officer's recommendations - When we did the yearly "Munden Mile" race, all children in the school (N-Y6) ran the mile in under 15mins, bar two who ran it in 15.03 and 15.17 (a nursery child who only recently joined the school)	As restrictions lift, we will be able to run the Daily Mile as a school again using our usual route through the woods and round the farmer's field. This will allow the adults who are able to run at the same pace as the children to support and challenge all children (not just the ones in their bubble)

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

2%

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:
PE and School sport to have high profile in Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the	Celebration assemblies have not happened this year due to Covid-19 restrictions, but sporting achievements in and out of school have been celebrated during class assemblies		Children have celebrated sporting achievements in class assemblies. This has included personal challenges such as those set by HWSSP as well as other activities they have taken	- When celebration assemblies are able to recommence (hopefully in September 2021) we will begin celebrating sport each week again. - Purchase I pads for taking

assemblies.			part in, for example through Cubs.	photos at events. • We will celebrate sporting achievements both from inside and outside school, as we have done in the past. • When matches or other inter-school competitions start again we will report on those in celebration assembly • All of these things have raised the profile of PE and Sport in the school
• Promote HWSSP Personal Challenges throughout the school as part of encouraging all children that they can do well at sport and to try sports until they find one they enjoy	• HWSSP personal challenges with results going into inter-school competition: • Autumn term skipping challenge • Spring term speed stacking challenge		• Personal challenges have been a good way this year to challenge the children and to encourage them to be active even during lockdown.	• Continue to work across the school to identify and encourage less active children and those with SEND to try range of sports
• Ensure children are able to try a wide range of sports and activities, particularly as part of our Fitness week program	• Ensure a wide range of sports/activities are provided throughout the week. • Provision of after school clubs which are not the usual football, athletics etc.		• Fitness week happened in July 2021, and included class cricket/ball skill challenges, sports day activities across a range of sport disciplines, a Daily Mile race where children tried to beat their time from 2019 (the last time we were able to do the timed race) • We were planning to offer various extra-curricular activities, but this was not able to happen due to Covid-19 restrictions. We will implement this as soon as we are able in the	• Next year when possible we will continue to provide a range of sports and activities. • Ask for parental contribution and donations from the Friends of Little Munden if necessary. • Cost of Dance Club or other external clubs which have a cost is generally covered by parents, but we have used PP and Sports Premium money to fund PP and other children who otherwise would not be able to attend.

			2012/22 school year.	
Promote Sports Ambassadors as leaders of school sports	2x Year six sports ambassadors continued to be involved in leading school sports in ways that they could during the last year. - They were not able to have contact with children in other bubbles which limited what they were able to do eg during lunch times and during fitness week.		- Sports Ambassadors show pride and continue to wear their ambassadors' t-shirts for PE lessons - Sports Ambassadors are good role models for other children	- New sports ambassadors would usually be elected in the summer term, but this will be done at the start of the Autumn term - We will continue to use the Sports Partnership to help us train our Ambassadors.

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

Percentage of total allocation:

80%

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:
Continual upskilling of staff	- High quality PE lessons delivered by PE specialists to provide ongoing CPD for all staff (including TAs) - Members of staff have not this year been able to access Partnership training (eg PE conference, PE co-ordinators' training) due to Covid-19 restrictions. However, the Sports Co-ordinator has engaged with HWSSP and been involved in virtual meetings and training. - Feedback following any training	£9788	- High quality PE lessons are delivered – monitored by Head and SLT - TAs and teachers have good relationship with provider of PE lessons, to enable continual upskilling of staff (both teachers and TAs)	- Continue to use high quality PE specialists to provide ongoing CPD - As restrictions lift, we will make use of HWSSP training and training on a wider level.

	- to whole staff in staff meetings - Quality resources purchased to enable high quality teaching of PE and to allow children to achieve goals because of quality resources			
Continue to encourage members of staff to take part in Daily Mile	- Encourage members of staff who are able to take part in Daily Mile - Celebrate achievements of staff as well as students (eg Daily Mile stickers, celebration certificates) - Train staff in appropriate alternatives when it is too wet to run outside (eg dance workouts, chair workouts, Bodycoach etc)		- New members of staff have been encouraged to engage with the Daily Mile (large turn-over of staff in Sept 2020) - Most staff take part in Daily Mile each day - Staff who are unable to take part provide encouragement to pupils and members of staff running - Staff are confident to find online or deliver an alternative if the weather is too wet to run outside	- No ongoing cost - When we are not restricted to bubbles, the Daily Mile will be easier logistically rather than each bubble having to run separately. - Celebrate achievements outside school of staff (eg in the past staff members have run 10k or half marathons and this has been celebrated in Celebration Assemblies)
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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:

Introduce new sports clubs, based on ideas from the children about what they would like	This has been very challenging this year due to Covid-19 restrictions		Sports clubs have not been able to run this year due to Covid-19, but plans are in place to reintroduce them in September 2021	- Continue to use pupil voice to inform which sports clubs to provide as extra-curricular activities - Reinstate clubs such as dance club, speed stacking club which were very popular pre-lockdown
Provide children with range of sports to try as part of annual fitness week	- This was limited this year due to Covid-19 restrictions, but we were able to provide an intra-school cricket competition - During sports day we gave the children a range of activities based on as many different disciplines as possible.		- Fitness week happened in July 2021 and involved class cricket/ball skills competitions, "Munden Mile" race, sports day, a sponsored walk and other healthy living activities. - Children were able to engage with the sponsored walk who don't enjoy other areas of PE and sport	- Explore options for next year – this will depend on regulations and restrictions at the time but we are planning to provide a good range of sports across the year - Investigate getting in some para-sport activities (eg WheelPower who have previously visited the school) to allow children to experience wheelchair sport
To increase the range and participation of activities played during the day.	Purchase of equipment, eg. Nets and goalpoasts	£279	KS1 children able to have their own area and equipment,	KS2 leaders to teach KS1 children new skills.
To replace/increase storage for new equipment	Purchase of new PE shed	£1371	Equipment can be stored and accessed easily	PE leaders plan and timetable use of equipment.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
• Ensure provision of competitions covers level 1 and level 2 • Increase the number of pupils participating in an increased range of competitive opportunities • Ensure competition is accessible to all pupils in all Key Stages	• Level 1 competitions covered 2020/21: skipping (Nov 20), speedstacking (Jan/Feb 21), Munden Mile timed race (July 21), class cricket/ball skills competition (July 21), sports day (July 21) – all for whole school N-Y6 • Level 2 competitions covered 2020/21: Y1-6 virtual skipping challenge (Nov 20), Y3-6 virtual Speedstacking (Feb 21)	£1200 for HWSSP	• 100% children across the school (N-Y6) engaged in Level 1 intra-school competitions during academic year 2020/21 • 100% children in Y1-6 engaged in level 2 inter-school competition • Children encourage each other to try their best and celebrate personal results • All children in the school (N-Y6) ran the Munden Mile in under 15 minutes, apart from two who had times of 15.03 and 15.17	• Continue to access as many opportunities provided by HWSSP as possible • Use of sports premium money to fund transport when necessary – particularly in KS2 relying on parental transport can be problematic • As various competitions organised by HWSSP are able to happen again, work with teachers planning PE lessons to ensure practice is included in lessons in advance of competitions (eg tag rugby, netball, football, sportshall) • Reinstate Sports Ambassadors and support them to run break and lunchtime class and keystone competitions

Signed off by :-

Headteacher :	Laura Hale	Date :	1 st November 2021
Subject Leader :	Steven Dobner	Date :	1 st November 2021
Governor :	Joanna Martyn	Date :	10 th November 2021