



Evidencing the impact of the Primary PE and sport premium

Commissioned by



Department
for Education

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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](#).

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Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£21, 330
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

<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>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 2020.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0
<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>	No

Academic Year:	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?:
<p>Children undertake a minimum of 2 hour PE lessons each week.</p> <p>Children engage in physical activities at breaktime, lunchtime and after school.</p>	<p>On-going adaptations to PE lessons</p> <p>Work closely with Enfield PE team To provide lunchtime training for TSAs.</p> <p>Children have access to a range of sporting opportunities in lessons as well as between year groups.</p> <p>Incorporate daily active learning sessions into lessons.</p> <p>Audit sporting equipment that can be used at lunchtimes to encourage physical activity – order some more/ replace if needed.</p> <p>Recruitment of Playleaders in</p>		Sustainability and suggested next steps:

	school to encourage physical activity at lunchtimes and to train up the current TSAs.			
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</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:
Continue to raise awareness of how important sport is on our mental health and well being.	Delivery of an assembly to the school on the importance of exercise to our mental health - linked with PSHE lessons.			
Encourage the uptake of sporting activities throughout the year. Sports Day, Personal Best Activities.	Series of physical activities that children complete without equipment e.g. star jumps, burpees, etc... and then try to improve results throughout the term. Recording each series of			

	<p>results completed.) (Providing the class teachers with a timetable in which they could allow the children to record.)</p> <p>Purchase trophies, certificates and medals to celebrate sporting achievements in whole school assemblies.</p>			
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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:
Teachers feel confident delivering sports lessons and are able to deliver a curriculum where previous skills are developed.	<p>Teachers will receive support with lesson planning and delivery of lessons from experienced colleagues.</p> <p>Staff members are supported by the Enfield PE team through CPD</p>			

	CPD opportunities made available for all staff to attend both in school and in the Borough.			
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:
To increase pupil participation in a range of activities. Children are exposed to a variety of different sports throughout the year within lessons All children continue to learn good playground behaviours, social skills and sporting values by participating in school sport and games activities during break and lunchtimes.	Running of a variety of different clubs by in house teachers and external coaches. Running of lunchtime sessions led by lunchtime play leaders.. Introduce extra- curricular clubs for all children to promote the importance of physical health and its impact on mental health –			

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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:
<p>Increased collaboration with a range of providers and schools in the borough.</p> <p>Increased collaboration with the schools within the MAT.</p> <p>All pupils are given the opportunity to participate in sporting competition.</p>	<p>Attending different sports events: Borough and MAT Schools.</p> <p>Identification of talented pupils who will be challenged to achieve their potential both in school and with other PE / Sports providers.</p>	£500 to cover costs of adults supervising events and travel costs.		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	

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