

# 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	£
Total amount allocated for 2020/21	£19,500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,390
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,390

## 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>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 2020.</p> <p>Please see note above</p>	12.5%
<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>	3.5%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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:19,390	Date Updated:18.07.2022	
<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: %
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:
1. Continue to provide a wider range of opportunities for all students during school times and continue to provide extra-curriculum activities across Key Stage 2 children.	<p>1. 4 clubs will be happening weekly towards children in key stage 2.</p> <p>Give children who are on waiting lists a chance to still attend clubs.</p> <p>Follow Enfield scheme of work in lessons to ensure coverage and progression. Offer after school clubs in a range of sports from years 2 – 6. Sports such as:</p> <p><b>Football</b> <b>Netball</b> <b>Multi-skills</b> <b>Dance</b> <b>Basketball</b> <b>Boccia</b> <b>Gymnastics</b> <b>Cricket</b> <b>Tennis</b> <b>Athletics</b></p>	<p>Sports coach £17,000</p> <p>£350</p>	<p>1. Here at Fleecefield we have evidence we are providing a range of opportunities for all students.</p> <p>This gave children extracurricular activities and the chance to improve in many different sports throughout the year. Clubs were often related to their PE lessons for that term, this gave children the chance to improve their skills and techniques in both their PE lesson and in their clubs.</p> <p>Each club changes and starts fresh after each half term (Every 6 weeks). This gave those children who were either on the</p>	<p>Continue to run as many clubs as possible after school for children in year 2 – year 6.</p> <p>Continue to give every child the opportunity to attend after school clubs by notifying parents/ carers first.</p> <p>Sports lead will continue to provide children with at least 2 hours of high quality PE lessons a week.</p> <p>All PE planning will be accessible for all staff members of staff 1 week prior to each lesson.</p>

<p>2. Continue to provide daily physical activities to children while at school. Active lunchtimes being more noticeable around the school</p>	<p>2. Active lunchtimes being more noticeable around Fleecefield and leading more activities throughout the year</p> <p>Active leaders will be trained up in order to help run sporting activities to younger children, clean the PE cupboards whenever necessary, be a positive role model towards the younger children.</p> <p>Active leaders will also be helping Sports Coach whenever needed such as: Sports Day, school trips etc.</p>		<p>waiting list, or didn't manage to attend a certain club, the opportunity to still be involved in extra-curricular activities that term. More and more children were on the waiting list as the year went on due to their confidence increasing throughout the year, which gave a massive impact on PE performances throughout the year.</p> <p>In addition, many children from pupil premium also signed up and attended after school clubs.</p> <p>Along with the children, parents and carers were always made aware which club would be taken place, by receiving a text message or email from the school office, looking on the school website, or looking at the PE display in the school. The more aware the parents/ carers became the more children signed up for clubs, which would then be beneficial for children in the long run throughout the year. His leads to improved lessons also.</p>	<p>To sign Fleecefield up to compete in tournaments and events next year.</p> <p>To try and provide free after school clubs more often and target children who may struggle financially.</p> <p>Offer more clubs for the girls in key stage 2, to keep them more and more active. Especially those in Year 6, getting them ready for secondary school.</p>
<p>3. Building gymnastics back fully into the PE curriculum</p>	<p>Sports Coach will attend gymnastics courses to sharpen up his skills and knowledge to help deliver the best possible lessons for the children across Fleecefield.</p> <p>Sports coach will access support from the PE team where necessary.</p> <p>Sports coach to visit other schools to see best practise and develop own skill set.</p> <p>Class teachers to observe/team</p>		<p>2. Children knew during every lunchtime, our Year 6 active leaders would be running a range of different activities</p>	<p>Continue to maintain and increase more activities during break/lunch times.</p> <p>Train up next year, year 6's to become active leaders for next year.</p> <p>To remain in constant communication with SLT to see ways on how to improve the profile of PE in and around Fleecefield.</p> <p>Weekly PE equipment will be checked by Sports Lead every Friday afternoon.</p> <p>Order equipment whenever needed.</p>

	<p>teach with coach in gym lessons.</p>		<p>each day across the playground. Activities such as:</p> <ul style="list-style-type: none"> <li>Throwing and catching</li> <li>Riding bikes and scooters</li> <li>Kicking (Football)</li> <li>Rolling</li> <li>Running</li> <li>Working as a team</li> </ul> <p>These activities would also be related to whatever PE lessons the year group had that week. This also gave children more time to practice the same skill throughout their lunchtime and be even more skilled for their next PE lesson.</p> <p>More and more children were motivated during their lesson because they had performed the activities during lunchtimes and were confident while performing them in PE.</p> <p>3. With gymnastics lessons up and running again, this has helped increase children's knowledge. Gymnastics lessons have been beneficial for children because children have been able to build their core strength which helps with other subjects throughout the curriculum. In addition, with gymnastics</p>	<p>Sports coach will try and continue to attend other schools and see how other schools teach gymnastics, to gain as much ideas as possible.</p>
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			lessons occurring again, Fleecefield were also able to create a gymnastic team and attend gymnastics festivals with our Year 4 children.	
<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: %
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>1. Continue to expose children to competitions in sporting events both in school and Borough wide</p> <p>2. Further raise the overall profile of PE across Fleecefield. To achieve sports awards/marks, recognising the quantity and quality of sport at school</p>	<p>Take part in borough competitors to enable as many children as possible to experience events: Boccia/gymnastics/district sports/multi skills/cross country</p> <p>To enter league competitors: football/netball</p> <p>Continue with weekly SPoW</p> <p>Add PE displays around Fleecefield, celebrating children who win these awards.</p> <p>Report on results from events in assemblies and on the website.</p> <p>Promote clubs and events in the</p>	Sports coach	<p>Children in year 4, 5 and 6 now know there are a variety of chances to represent the team during competitions and events as the year goes on. If they'll like to represent Fleecefield they must behave and attend any clubs.</p> <p>Children in football and netball teams are kept up to date with the fixtures and league tables. With this happening throughout the year Fleecefield football team came 2<sup>nd</sup> in their league table only losing 1 game.</p> <p>5 games</p> <p>4 Wins</p> <p>1 Loss</p>	<p>Sign Fleecefield into sporting tournaments and events for next year.</p> <p>Enter leagues for football and netball.</p> <p>Enter gymnastics and dance festivals for next year.</p> <p>Regular updates on the school's website and notice board.</p> <p>Promote sporting skills and achievements across Fleecefield.</p> <p>Give the new year 6's the chance to apply and become an active leader.</p>

<p>3. Get more girls actively involved in sport across the school.</p> <p>4. Children to have a good understanding and knowledge about the importance of physical activity on mental health and a healthy lifestyle</p>	<p>schools weekly newsletter to parents.</p> <p>Achieve awards such as:</p> <ul style="list-style-type: none"> <li>• STARS</li> <li>• School Games Mark</li> <li>• FA Girls work</li> <li>• Travel plan</li> </ul> <p>Sports Coach to run additional clubs with the focus on engaging more girls in physical activity</p> <p>Through Science/PSHE and talk time children learn the importance of physical activity. They can explore what a healthy lifestyle is looking at diet and making sensible choices.</p>	<p>More and more girls were given the chance to represent the girls' netball team. In Fleecefield's first match in early October, 8 girls only came forward to be selected. By the last fixture in late March, 16 girls came forward and were selected to represent the school. This was done due to prompting the school events and competitions.</p> <p>2. This has given an extra buzz in PE lessons and after school clubs. Sports Coach has noticed more and more children are encouraging each other during PE lessons, which creates a more positive atmosphere. Most children were asking the sports coach if they can be the 'SPOW'. This shows children are desperate to receive praise and be rewarded for their hard work in PE.</p> <p>This has given more girls across upper KS2 the chance to become more active. Increasing their confidence in clubs and having a positive effect on their future PE lessons.</p> <p>More girls have signed up to clubs throughout the year.</p> <p>7 girls signed up to the first girls after school club at the start of</p>	<p>Train successful applicants on how to become active leaders.</p> <p>Sign Fleecefield up for awards such as STARS, School Games Mark and regularly check on their application forms.</p> <p>Set up more girls clubs for year 5 and 6 girls.</p>
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			<p>September, and by the beginning of Summer term 2; 26 girls had signed up throughout the year. Some girls feel more comfortable performing activities without the presence of boys due to their lack of confidence.</p> <p>Girls knew at least once a week they would be able to attend sessions with just girls very similar to their age.</p> <p>During science &amp; PSHE lessons, children were taught the important of having a healthy diet and staying focused during any physical activity. During PE lessons, children were repeatedly told to stay hydrated in order to remain cool and focused. This had an increase in children bringing in water bottles and drinking more water and less fuzzy drinks. In addition the sports coach told children to try and bring a healthy snack preferably a fruit (e.g. apple, bananas etc.) during their after school club sessions. All of this kept the children more alert and gave them the right amount of energy to perform during their PE lessons and after school club.</p> <p>We achieved Silver Sports Mark this year</p>	
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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:
				%
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:
1. Improve PE and Sports knowledge for teachers.	<p>Sports coach will teach/model lessons with class teachers present. Teachers will also be given small groups to work with during each lesson.</p> <p>Lessons plans will be uploaded on schools staff file for all teachers to access the lesson plans beforehand.</p> <p>Develop and monitor new PE plans to ensure delivery is of a high standard.</p> <p>Easy access for all staff to quality resources in order to teach effective lessons.</p> <p>Sports Coach will continue to attend courses and feedback to any teachers who may find it beneficial.</p> <p>Teacher will also be told they must</p>	<p>Sports coach</p> <p>Enfield PE team £4000</p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sports, teachers are up - skilled in teaching high quality PE.</p> <p>Teachers have to now deliver their own PE lesson. They must attend the first lesson taught by the Sports Coach then repeat the same lesson sometime that same week.</p> <p>Children now know they will be having two PE lessons a week. One with their class teacher and another with their Sports Coach.</p> <p>With teachers delivering a 2<sup>nd</sup> PE lesson, children were given the chance to repeat the same activities again. This gave children</p>	<p>All plans for PE will be accessible to class teachers 1 week prior to lessons.</p> <p>All class teachers will be encouraged by the sports lead to get involved and support children who need extra support during PE.</p> <p>Staff will continue to work together and share good practice which will lead to better confidence all-round and more staff keen to get involved. This ensures extra activities will not only continue but will grow.</p> <p>Staff will continue to deliver one PE a week to their class.</p>

<p>2. Provide CPD opportunities for staff and / or maintain and develop the highest standards in physical education and school sport.</p>	<p>deliver one PE lesson a week.</p> <p>Sports coach along with teachers on CPD courses throughout the year.</p> <p>After school training / Inset training - Record of teachers attending CPD training.</p>		<p>an even greater chance to either maintain or improve their skills within that sport.</p> <p>2. Enfield PE team gave the sport coach plenty of support and resources to access.</p> <p>This gave the sports coach more information on from: planning PE lessons, helping set up activities during lunch times, attending courses.</p> <p>Sports coach was also able to organise one to one meetings and speak to other coaches.</p> <p>All of these have helped the Sports Coach keep up to date with any updated information.</p> <p>Giving him more confidence to teach and deliver sessions due to more effective communication with Enfield PE team.</p> <p>Using the resources Enfield PE team have offered; the sports coach has also been able to build some strong relationships with other coaches/ PE teacher across the borough. This has led to more ideas bouncing of one another, along with friendly matches being arranged throughout the year.</p> <p>With the sports coach gaining</p>	<p>Continue to send staff members on courses in order to build confidence.</p> <p>Staff will be encouraged to record the first and last lesson of every term to see if they can notice any improvements within the children.</p> <p>Sports Lead along with SLT will continue to communicate with Sally and Paula and others from Enfield PE team.</p> <p>Reach out to Fiona on Enfield PE team for guidance when it comes with gymnastics curriculum</p> <p>Any updates sent by Enfield PE team needs to be given as feedback to SLT</p> <p>Continue to monitor any new PE plans sent by Enfield PE team.</p>
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			more knowledge, the children here at Fleecefield were able to learn different and new skills and techniques in order to grow during their PE lessons.	
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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>Additional achievements:</p> <p>1. Provide additional activities throughout the year across Fleecefield to give pupils broader sporting experiences.</p>	<p>Selected children in KS1 where given the chance to attend Lea Valley Leisure Centre for Multi Skills Activities.</p> <p>Challenge Yourself Week for all year groups (Annually)</p> <p>SEN children will also be given the chance to experience sporting activities, such as Boccia and SEN Multi Skills – will be happening at Lea Valley Leisure Centre.</p> <p>Bikeability for selected year groups</p> <p>Other activities:</p> <ul style="list-style-type: none"> <li>Dance festival at Millfield theatre.</li> <li>Football with other Coach</li> </ul>	<p>Sports coach</p> <p>£500</p> <p>Bike ability</p>	<p>With Covid-19, last year a large number of activities didn't go as ahead as planned. Fleecefield was able to book many activities for all children across Fleecefield.</p> <p>Providing additional activities throughout the year made those children grateful to be selected and work even harder in their lesson, while the ones who weren't selected knew they had to work a little bit harder. Children were reminded of how to be selected based on their behaviour and levels in PE lessons. This saw an increase in participation during after school clubs in Year 3 and 4.</p>	<p>Continue to stay in constant contact with all outside companies to ensure children still have a variety of activities.</p> <p>Ask a few children which activities they enjoyed the most. Which activities would you like to do again?</p> <p>Book certain activities early to give Fleecefield the best chance to plan which year groups will be doing certain activities.</p> <p>Booking earlier also gives Fleecefield the chance to make sure all year groups have been given something to participate in across the academic year.</p>



	<p>with year 4's once a week after school.</p> <ul style="list-style-type: none"> <li>• 'Wake Up, Shake Up' – (Morning Club before school).</li> <li>• Tottenham Hotspurs Football Club coaching and reading available to selected classes across the school.</li> <li>• Tag Rugby coaches coming into school.</li> </ul> <p>Clubs will also be available for children in years 1 and 2 with a focus on mulit skills</p>			<p>Set up Swimphony account to check progression on Year 5 swimming.</p> <p>Buy in to Challenge Yourself Week.</p> <p>Bikeability courses for children in Key Stage 2.</p>
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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:
1. To learn both how to win and how to lose, build resilience and to understand the importance of developing and refining skills in order to become successful	Organise and manage competitions within school- -year groups in different sports in lessons/lunch times/sports days		<p>Children in year 5-6 know they are in a league. So boys who play football and girls who play netball know what position they are in and know when their next set of matches are. The children know they must first of all have a good attitude to their learning to be selected.</p> <p>Sports which have been booked for inter/ intra competitions are also taught in PE, so those children who are currently not in the team have the chance to try out the sport and decide for themselves if they'll like to represent Fleecefield in future matches.</p> <p>Children know all matches will be highlighted in the weekly newsletter, on the schools website and in the weekly assembly. This gives children who participated a sense of pride representing Fleecefield.</p>	<p>Continue to sign Fleecefield up to enter Borough competitions, festivals and leagues. Attend fixtures both home and away.</p> <p>Try and set up home fixtures, will need to speak with the site manager about the pitch.</p> <p>Try and set up more friendlies to gain more experiences. This will also give children who weren't selected in leagues a chance to still represent Fleecefield.</p> <p>Continue to highlight the profile of sporting competitions as much as possible.</p>

			To learn both how to win and how to lose, build resilience and to understand the importance of developing and refining skills in order to become successful	
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Signed off by	
Head Teacher:	Antoinette Goldwater
Date:	20.07.2022
Subject Leader:	Iffy Samuel
Date:	18.07.2022
Governor:	
Date:	