

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

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](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 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](#).

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:	2021 Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Sports Coach–AP- employed to support all classes with PE</li> <li>Physical Education at Beechfield encourages pupils to adopt a long term, healthy lifestyle that is enjoyable and fulfilling. We inspire our children to engage in physical activity which raises their attainment, extends their potential and develops a lifelong, active lifestyle.</li> <li>Funded before school and after school clubs running every day of the week run by Sports Coach (Monday after school is paid: gymnastics KS1, Friday Dance)</li> <li>All classes participate in Daily Mile in school. This is a fully inclusive initiative which impacts on the physical and mental health and wellbeing of all of our children.</li> <li>Sports Coach running organised sporting activities at lunchtimes for KS2</li> <li>Girls and boys football team taking part in competitive football matches against other schools</li> <li>Sports Coach arranged a competitive football tournament for the three schools within the MAT</li> <li>School has been encouraging all classes to take part in the daily mile to increase daily activity of all children</li> <li>Year 5 have been trained as play leaders - SSP</li> <li>Beechfield have paid to be part of the Hertfordshire Schools Sports Partnership and have participated in inter school competitions</li> <li>The School Sports Partnership has worked with Year 4 about Healthy Heroes for 6 weeks Spring Term – Saracens Sports Community</li> <li>Cricket links have been made with Hertfordshire Cricket– chance to shine – cricket all stars for KS1 was organised but didn't take place due to Covid.</li> <li>Use of wake and shake in EYFS and KS1 to promote physical activity</li> <li>Clear progression in knowledge and skills in place for all year groups for PE</li> <li>Resources have been replaced where necessary</li> <li>Athlete organised Luke Lennon Ford came into school and worked with all classes and held a sponsored event</li> <li>Sports Week – sponsored dance-a-thon, different sports in the PE lessons that week, sport assemblies</li> <li>IMAT Bench ball tournament during May half term to team build and build friendships amongst all three schools</li> <li>During Covid Lockdown, key worker bubbles participated in Joe Wick's workouts every day.</li> <li>Took part in Chance to Shine's Yorkshire Tea National Cricket and following responses on Twitter we won a Year's supply of Yorkshire Tea.</li> <li>Year 3 accessed swimming lessons where taught to swim on their front and back as well as breaststroke. Children were also taught how to perform safe self-rescue skills in a variety of contexts. Covid stopped the lessons in March.</li> </ul>	<ul style="list-style-type: none"> <li>Induct the new sports coach to provide sporting activities at playtime this year for all year groups as well as at lunchtime for KS2.</li> <li>Sports coach to run a variety of before and after school provisions for all pupils to access. Many of these clubs are free with no charge.</li> <li>Sports coach to introduce new sports and physical activities, e.g. fitness sessions, encourage more pupils to take up sport – use pupil voice to match provision to children's requests/interests and to engage the hard to reach pupils</li> <li>This year we have taken part in the mini marathon running 2.6miles (supported by the Virgin London Marathon). All children walking, jogging or running the 2.6miles received a certificate and a medal.</li> <li>Sports coach to support EYFS with outdoor adventure.</li> <li>Sports coach to provide support and advice for teachers during PE sessions and target least active children in these sessions.</li> <li>To continue to develop confidence and knowledge of all teachers and support with setting up resources for PE lessons.</li> <li>Sports coach to support teachers with daily mile.</li> <li>Enrichment - Creating rich, varied and inclusive school sports opportunities as an extension to the curriculum. Change whole school swimming lessons to Year 5 so those who can't swim by the end of Year 5 will continue when they are in Year 6 in order to catch up</li> <li>Train new Year 5 classes to be play leaders</li> <li>Monitor numbers of children walking to and from school on a regular basis</li> <li>Embed profile of PE by continuing to have a weekly PE award in Celebration Assembly</li> <li>Bikeability organised so that children can ride safely.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**

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.	Covid has impacted on swimming. Year 6 have had swimming lessons for 6 weeks since June Half term 2021. This cohort did swim when they were in Year 3 from January to July.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	14 children are swimming 25m 53 children in the cohort 26%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	26%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	26%
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?	No From now on our children will swim in Year 5 and those who can't swim will continue in Year 6.



## 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: £19,110	Date Updated: 15.01.2021 23.03.21 9.07.21	
<b>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</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:
<b>Improving physical wellbeing and encouraging healthy lifestyle habits including regular exercise</b>  <b>Addressing difficulties with concentration with physical breaks</b>	Embed all classes participation in daily mile in addition to physical activity in PE lessons, playtimes and lunchtimes. Break up the school day with short burst of regular physical activity to improve listening and attention. Children know the importance of fitness.	£0	Many children during Covid (March-Jul 20) had not participated in regular exercise or even been outside. As a result, they had low fitness levels for 6 months, e.g. over eating and a sedentary lifestyle. <b>Autumn 2020:</b> Each class is participating in the daily mile from Nursery to Yr 6. See Twitter feed. Teachers have noticed fitness and stamina levels are improving. <b>Spring 1 2021:</b> back to national lockdown. Daily mile is timetabled to take place at home but is difficult for those without a garden. Children in school are doing daily mile and PE once a week, as well as physical activity at playtime and lunchtime with the sports coach. <b>Spring 2 2021 when school returned children continued to do daily mile</b> <b>Summer term: everyone is doing the daily mile evidence on Twitter</b>	Use outcomes from summer Boxall Profiles to identify pupils who would benefit from additional physical breaks. Daily mile to continue
<b>Improve physical, social and emotional well-being after children being at home for 6 months during lockdown</b>	Provide a range of before and after school activities to encourage healthy lifestyle habits Set team and collaborative challenges that promote social interaction. Children in year group bubbles due to Covid restrictions but still offering physical activities to ensure physical, social and emotional well-being.	£16,000.05 Sports coach	After school football club <b>AUTUMN 1</b> <b>Autumn 2</b> Monday – year 2 normally have 6 boys attending. <b>12 s 1g</b> Tuesday – year 3 numbers fluctuate from 8-12, one girl attends every week. <b>same</b> Wednesday – year 4 all 8 children have attended each week including 2 girls. <b>2 more girls attended</b> Thursday – year 5 average 14 boys each week with one girl on the register that has never attended. <b>2 more attended</b> Friday – year 6 I have 10 on the register but only 8 normally attend as 2 of the 3 girls stopped coming after the first week <b>Spring 1 2021</b> – those in school doing regular PE with sports coach and he is organising games for playtime/lunch <b>Spring 2 2021:</b> Football clubs since 8.03.21: Yr2-10 pupils Yr 3 – 8 pupils Yr 4 – 12 pupils Yr 5 – 16 Yr 6 – 8 <b>Summer Term 2021:</b> Football after school for Year 2-6. Year 2: 16 Year 3: 12 Year 4: 9 Year 5: 10 Year 6: 8 - 3 girls regularly attending	Free after school clubs run by sports coach to be in place from Autumn 1 but to keep to Year groups bubbles initially.
	Arrange competitive sports in year groups to improve physical fitness, encourage collaboration and interaction. Children have opportunities to experience success.	Sports coach	<b>Autumn 2 2020</b> The Year 6 girls have taken part in a netball competition and all of Year 3 have taken part in a speed stacking competition. The results have been sent off to the School Sports Partnership to be compared to other schools. <b>Spring 2 2021</b> – lockdown hampered this. We have held competitions during PE lessons due to Covid bubbles. Year 3 took part in speed stacking competition, year 6 netball – 10 girls <b>Summer 2: Sports Day from Nursery to Year 6.</b>	Sports coach to liaise with other schools in the Trust and do inter/intra school competitions
	Keep the curriculum broad and balanced with an emphasis on PE, sport and physical activity. Children to set personal goals and recognise improvements and achievements	Teaching staff £0	School staff are following progression and skills that is available on the school website. Children receiving sports award for improvements and achievements.	To continue

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over the year				
<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:
<b>Increase in sporting activities offered, and being participate in, during playtimes and lunchtimes. Using the sports coach to promote emotional and physical well-being.</b>	Team building activities – working with their peers at playtime and lunchtime. Listening and attention activities e.g. traffic lights form some of the activities. Activities to support fine motor and build up core body strength for those who need it. Sports coach liaise with staff. Activities to improve general fitness Children have fun during physical activity.	Sports Coach	<b>Autumn 1 2020</b> positive impact on reducing behaviour incidents. Setting up multiple activities at lunch times has led to a significant increase in participation at lunch times. As a result of sports coach's football club there are a lot more girls playing football than before. <b>Autumn 2 2020</b> –the above continued in autumn 2, more girls sign up to the football club. <b>Spring 1 2021</b> – sports coach still in school during national lockdown and is working with staff to provide PE once a week for the bubbles and is providing games/activities at lunchtime and playtime. <b>Spring 2 2021</b> 8:03.2021 return to school. Been organising football and basketball. More girls playing football at lunchtime. Yr 5 girls have created their own football team at lunchtimes. A section of the playground has been allocated to them and they play every lunchtime. Some of the girls in Year 6 are joining in with basketball now. <b>Summer term 2021:</b> all children have their own class equipment at lunchtimes and playtimes. Year 5 play leaders were organising games for Year 5.	Upskill the MSAs so this is sustainable Timetable specific activities for year groups at lunchtime Sport coach to support PD in EYFS from September
<b>Improve emotional well-being and self confidence</b>	Weekly sports award given out in assemblies for most improved sports person, best effort or other sport related endeavours. Most improved contribution.	Sports Coach	<b>Autumn 1 2020</b> <b>JM:</b> for always smiling and giving 100% in everything he does, even if it's something that he struggles with. <b>AM:</b> for showing great skill in PE lessons and not being afraid to get stuck in and tackle the boys despite them having more experience. <b>N olive class:</b> for showing great sportsmanship. <b>Autumn 2 2020</b> <b>NP</b> For showing great confidence and improvement in in her football skills. <b>NM:</b> For never giving up even if its really hard for her. <b>Sports Awards in assembly each week</b>	To continue
<b>Improve Social well being</b>	Train KS2 children to be play leaders Improve social skills and co-operative learning. Improve language and use of explanations – communication skills Use of problem solving skills	Sports Coach	Children can explain how to keep themselves healthy They can talk about mental and physical well-being and know how sport contributes to confidence, self-esteem and improved behaviours and attitudes in the school <b>Year 3 Healthy Heroes</b> <b>Summer term:</b> Play leaders trained for Year 5/6 11.05.21 – 3 hours each class Stay active for Yr1, 4 and 3 May 21 <b>Peer mediation training for 16 Year 5s</b>	Play leaders to continue to support at lunchtimes in Year 5 initially due to Covid
<b>Promotion of outdoor learning for all classes as children have been indoors during lockdown</b>	Sports coach to work with all classes over the year on outdoor learning activities Use active learning to revisit, reinforce classroom learning	Sports Coach	Carry forward to next year	This will be a focus in next year's plan
<b>Sport to address gaps in Boxall profile for individual classes</b>	Improve social skills Improve communication skills Improve self confidence Encourage co-operation	Sports Coach	<b>Put on hold due to school lockdown in spring 1 2021</b> <b>Continue with this in the autumn term 2021</b>	summer Boxall Profiles to identify pupils who would benefit from additional physical breaks.

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	Make sure your actions to	Funding	Evidence of impact: what do pupils know now, what can they do? What has changed?	Sustainability and suggested
<b>Sports Coach working with all class teachers over the year so they can deliver the PE national curriculum with confidence</b>	Develop competence of staff in broad range of activities Ensure children are physically active for sustained periods of time Engage in competitive sports Children know how to lead healthy and active lives	Sports coach	<b>Autumn 1 2020:</b> During this half term the sports coach has run a variety of sports and activities with all the children. With nursery he has included activities that relate to book of the week. Because of this he has found that the children are more comfortable joining in with the activities, this helps to build their confidence with PE and with me. <b>Autumn 2 2020:</b> Nursery children are joining in and becoming more confident With <b>key stage one</b> the sports coach has been focusing on Agility, Balance, Co-ordination. He starts the lesson by telling them what the ABC's are and what they mean. They do a warmup that is related to the main session. They focus on a skill and they will practise that within a variety of games. Some of these games are with partners or by themselves and some of them involve being in a team. <b>Autumn 2 continuing</b> With <b>Key Stage 2</b> the sports coach has focused on netball in autumn term, teaching the children basic skills like the 3 main passes and the correct technique for shooting. They have also developed their ability to work in a team and communicate as a team. <b>Autumn 2 hockey has been the focus over the past weeks, teaching them the basic skills like passing and dribbling and the correct technique for shooting. They have also developed their ability to work in and communicate as a team.</b> <b>Spring 1 2021</b> - only critical workers and vulnerable children are in school but they are having a PE session including the sports coach at least once a week. Sports coach is providing activities at lunch/break. <b>Spring 2 2021:</b> continued from 8.03.2021 – Reception to Year 3 are leading lessons more with sports coach. Year 3 and 5 have been doing Chance to Shine Cricket. <b>Summer 21 :</b> Worked with all classes to deliver high quality PE	To continue
<b>All teachers planning for their own PE lessons using progression of knowledge and skills grids</b> <b>Children develop and consolidate fundamental skills for ABC and building core strength as well as the opportunity to learn different sports</b>	PE long term plan shows broad curriculum that focuses on agility, balance and co-ordination and also offers children the opportunity to learn about different sports.		All teachers are planning from the knowledge and progression grids. The long term plan ensures a range of sports and a focus on ABC	
<b>All teachers using assessment grids so they are confident in ARE and GD in PE in all year groups</b>	All teachers become familiar with the age related assessment criteria and use this to assess the children accurately.		Ongoing	To continue

<b>Sports Coach to demonstrate safe self-rescue techniques (on land due to Covid restrictions) for Year 6</b>	Sports coach timetables time to explicitly teach these skills to Year 5 in the spring term and Year 6 in the summer term		Summer 2 – didn't need to do this Sports Coach got in the swimming pool weekly to help assist non swimmer in Year 6 for the summer term. This was covered in those sessions.	Swimming for Year 5 to start in Jan 22 due to not being able to get a swimming pool slot until then because of Covid restrictions
<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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
<b>Additional achievements: Improve physical, emotional, social wellbeing</b>	Sport Coach to audit take up of after school and before clubs on half term basis and adjust – use pupil voice to match provision to pupils requests/interests to engage harder to reach pupils		Ongoing This will continue in the autumn term	Sport Coach will do this each half term and adjust provision accordingly
	Football club for girls		Up and running – 6 girls are attending – they had to play with the boys in their year group. Spring 2 – clubs are mixed – Year 4 has a good uptake of girls (4) Summer 2 – not girls football club but girls joined with the main clubs	
	Bike-ability		Spring 2021: Was planned for January 24 <sup>th</sup> 2021 but was postponed due to national lockdown – will hopefully take place in summer 2021 Spring 2 2021: arranged for summer 2 Summer – took place for children in 5 and 6	
	Living Streets – walking to school initiative		Planned for spring 1 2021 but postponed due to national lockdown. Spring 2 2021 – badges have been sent to school, they are looking at doing it a different way Stopped due to Covid	



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:
<b>Social wellbeing</b> <b>Working together to contribute to collective goals</b>	Continue to develop partnering with other local schools and encourage inter and intra school competition		Autumn 1 – not able to do this due to Covid restrictions. Autumn 2 2020 The Year 6 girls have taken part in a netball competition and all of Year 3 have taken part in a speed stacking competition. The results have been sent off to be compared to other schools.	Continue to develop in next plan

Signed off by	
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