

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	£0
Total amount allocated for 2020/21	£18,830
How much (if any) do you intend to carry over from this total fund into 2021/22?	£966
Total amount allocated for 2021/22	£18,720
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,686

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>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>	<p>22/57 girls can swim 38.59%</p>
<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>	<p>22/57 can use a range of strokes 38.59%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>9/57 can perform self-rescue strategies 16%</p>

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<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>	<p>Yes/No Due to Covid 19 and restrictions at local pool</p>

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: £18,830	Date Updated: 1/9/21, 29/12/21	
<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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils to receive 2 hours taught PE a week with a female coach for 1 hour and class teacher for the other hour; basic skills to be improved across the school; ensure more active lessons minutes exercise a day Teacher training via female coach Croydon Schools Sport Partnership used to give pupils competitions; staff access to training to develop their own teaching skills; access to Real P.E. Pupils throughout the school take part in 'daily mile' Target pupil premium and obesity survey pupils through clubs Introduce home challenges through Google Classroom Link with Healthy Schools Coordinator 	<ul style="list-style-type: none"> All pupils receive 2 hours PE Staff training CSSP bought; access to online competitions and festivals. Timetables Pupil Tracking Teacher records of skills improvement Pupil personal challenges Surveys Pupil voice Club lists INSET materials, handouts. 	<p>£14,400 (fig for the year £15,950)</p> <p>£1,355</p>	<ul style="list-style-type: none"> 2 hours of PE offered Daily Mile; improved stamina and fitness accompanied with dance at the end. Children given access routes to outside clubs and events through Parental information/ leaflets Pupil voice, surveys give positive comments, children enjoying and wanting to improve in their skills and fitness More active lessons across the curriculum Personal Challenges taken by all pupils - 3 for the year. Assessment linked to ethos of school and values We have purchased new 	<p>Children have love of sport are motivated and knowledgeable enough to take next steps themselves. Clubs to be available for a greater range of sporting activities Increase uptake of least active to 100% in extra-curricular activities Teaching with coaches-to ensure that teachers and TAs are able to teach independently.</p> <p>New experiences to expand horizons of pupils</p> <p>Target partially achieved. (COVID 2020-2021).</p>

<ul style="list-style-type: none"> • Improve quality of time spent on activities during playtime and lunchtime. • We use part of the funding to support our Sports week in June – where the girls have the opportunity to take part in a variety of sports such as Track and Field (at a real athletics stadium), trampolining and first aid training 	<ul style="list-style-type: none"> • Displays in gym and around the school • Display cabinet • Pupil fitness levels 		<p>equipment, such as tennis balls and netballs</p> <ul style="list-style-type: none"> • WJGS has taught PE with the aid of a coach (2 days a week) and Real PE scheme (once a week with class teacher) <p>During lockdowns the school delivered 2 PE lessons per week plus Daily challenges with PE Real at Home website (Jasmine Active). The students attended virtual competitions organised by Croydon School Sports Partnership and the virtual London Youth games</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> • Work towards the next School Games Mark or PE award • Report through regular newsletters on website and Twitter • Assemblies led by pupils celebrating achievements and major sporting events. • Noticeboards updated • Celebrate participation through certificates. • Sports Leaders– pins • House competitions • Class/year competitions • Invite visitors to school as role models • Assessment boards for pupils to self and peer review progress and set own targets to improve 	<ul style="list-style-type: none"> • Photographs • Website • Twitter • Displays • Newsletters • Trophy cabinet • Sports Leaders to lead sporting activities and intra competitions (2017-2020 50 % of KS2 leaders) Aim for 65 % for 2020 -21 • Year 5 girls (20) to attend Y5 leadership training with CSSP. This training allows them to organise competitions 	<p>Subject release time</p> <p>CSSP training is part of the package purchased</p>	<p>This target was partially achieved.</p> <ul style="list-style-type: none"> • The festival was cancelled during COVID. • The Sports leaders organised intra school competitions. • Students have been awarded certificates and house points. • Play leaders support children in keeping active at playtime • Pupils responsible for tracking their own progress and setting themselves challenges (Also peer support assessment) • The school uses Jasmine Active to deliver lessons, competitions and support during COVID period. • We assess every term and feedback labels for P.E. and greater depth challenges in the students' foundation books. The students have a deep understanding and have opportunities to explain their understanding during sharing assemblies. • The PE coordinator organises the Daily Mile and a school assembly. • Parents are informed of the school events by Parent Mail, Weekly Newsletters and Twitter • We have created a school display PE board with the school PE achievements and competitions • Pupils are rewarded for their 	<ul style="list-style-type: none"> • Sports leaders to train the next year's leaders. • Achieve Silver School games mark • More articles in the newsletter
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			efforts per class – ‘Player of the Week’	
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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:
<ul style="list-style-type: none"> • PE Coach to teach alongside TAs and run 2 clubs • Review REAL PE. Purchase on-line planning and support • PE conference coordinator to attend/online • Coordinator to team teach/ support • Ensure use of PE teaching and assessment boards 	<ul style="list-style-type: none"> • Staff evaluation of training from coach/ coordinator • Staff audit • Monitoring lessons and team teaching 	£0 – staff meeting and INSET time	<ul style="list-style-type: none"> • Teachers supported in delivery of lessons- REAL PE– active classrooms • Target achieved • See above for delivery and timings of P.E. lessons • PE coordinator and teachers have reviewed Real PE and Jasmine active during staff meetings • PE coordinator has attended the PE conferences and meetings in the borough • PE coordinator has monitored TAs work and support during lessons • Class teacher together with coach have made termly assessments of pupil progress 	<ul style="list-style-type: none"> • Teachers trained by coach so can teach independently • Assessment embedded across the school
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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<ul style="list-style-type: none"> • Broad range of clubs offered: • Better range of organised activities available at lunchtimes e.g rounders, tennis, netball, scootering, cheerleading and hula hooping • Purchase equipment for sports eg tennis balls, footballs, hoops, scooters suitable for smaller pupils • Sports week: Daily activities culminating in a Sports Day at Croydon Arena Athletics Track • Enrichment activities – hula hooping • Leaders to run competitions at lunchtimes 	<ul style="list-style-type: none"> • Diary of events/clubs • Participation tracked <p>Additional achievements:</p> <ul style="list-style-type: none"> • Purchase of equipment for playtime sports- eg tennis balls, soft balls, hoops, skipping ropes • Better range of activities available at lunchtimes and playtimes • Cycling club • Scootering play times 	<p>£375 (scooters)</p> <p>£1339 Sports day</p> <p>£395 (hula hoop)</p>	<p>Target partially achieved</p> <p>Competitions entered so far:</p> <ul style="list-style-type: none"> • Internal = table tennis, class house competitions. • WJGS Sports leaders have organised competitions during lunchtimes. • After March 2020 all the events and clubs that the school offered (football, netball, dance, Zumba, bike, gymnastics) and leagues were cancelled (COVID-19) • Bubbled Dance, Zumba, gymnastics and organized playground games were reintroduced in September 20 and then again in May '21 • The pupils had their first Sports Day at Croydon Arena Athletics track. They were exposed to the thrill of competition with a cheering audience. All pupils competed in seeded events 	<ul style="list-style-type: none"> • Develop the use of Sports crew and ambassadors to run more competitions at breaks and lunchtimes – in bubbles • Continue to enter competitions and hold more intra competitions as soon as restrictions lifted • Outdoor and adventurous activities- Sports Week.

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>The school subscribes to the following to Croydon School Sport Partnership to ensure increased participation in competitive sport:</p> <p>Regular intra class group competitions in Football, Rounders, Netball, Tennis, and Athletics</p> <p>Due to Covid 19 Focus is on individual expertise in order to sign post pupils to clubs around the local area and to academies</p>		£ allocated above		

Signed off by	
Head Teacher:	Mrs Mary Berkeley-Agyepong
Date:	1/9/21 & 29/12/21
Subject Leader:	Mrs Melania Gonzalez
Date:	1/9/21 & 29/12/21
Governor:	Mrs Alice Bridle
Date:	