

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

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](#) (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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Areas for further improvement and baseline evidence of need:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Children have to the opportunities to be involved in and take part in a wide range of sports.</li> <li>• Children are motivated and engaged in their P.E lessons across the school.</li> <li>• Children are aware of the importance of healthy lifestyles and know the purpose of P.E lessons.</li> <li>• New P.E swim structure was introduced.</li> <li>• Upgraded P.E equipment is beginning to be embedded in P.E lessons to teach high quality P.E lessons.</li> <li>• New P.E matrix has been written from new planning syllabus to ensure streamlined progression throughout the school.</li> <li>• All P.E lessons are now being supported with new plans and teachers feel more confident to teach and model high quality P.E lessons.</li> </ul> | <ul style="list-style-type: none"> <li>• Outdoor P.E facilitates need to be updated on the playground to ensure high quality P.E lessons are being taught according to area and spacing and increase participation in competitive sports.</li> <li>• Improve achievement and attainment in P.E to have more children reaching national curriculum goals- new Swimming structure still needs to be implemented due to Lockdown preventing swimming lessons to take place.</li> <li>• Hall music system needs updating in order to immerse children fully into dance and gymnastics experience.</li> <li>• SEND equipment and P.E equipment for EYFS to be updated to help improve fine and gross motor skills in these vulnerable areas – coincide with whole school improvement.</li> </ul> |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?  
Yes, please see how this underspend was spent in the following table.

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                             |                               |                                                                                                                                                                                                                |                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Academic Year: September 2020 to March 2021</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Total fund carried over: £4,700</b>                                                                                                                                                                                                                                      | <b>Date Updated: 30/03/21</b> |                                                                                                                                                                                                                |                                                                                                                                                                                            |
| What Key indicator(s) are you going to focus on?                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |                               | Total Carry Over Funding:                                                                                                                                                                                      |                                                                                                                                                                                            |
| Key indicator 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                             |                               | £4,700                                                                                                                                                                                                         |                                                                                                                                                                                            |
| Key indicator 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                             |                               |                                                                                                                                                                                                                |                                                                                                                                                                                            |
| <b>Intent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Implementation</b>                                                                                                                                                                                                                                                       |                               | <b>Impact</b>                                                                                                                                                                                                  |                                                                                                                                                                                            |
| Your school focus should be clear how you want to impact on your pupils.                                                                                                                                                                                                                                                                                                                                                                                                                                             | Make sure your actions to achieve are linked to your intentions:                                                                                                                                                                                                            | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:                  | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:                                                     |
| <b>Key Indicator 2</b> <ul style="list-style-type: none"> <li>From EYFS to year 6, children are exposed to activities and equipment to ensure Knebworth School supports the development of physical literacy in the whole child.</li> <li>To raise attainment standards across all areas of the curriculum due to embedding an active learning environment.</li> <li>Children to understand the importance of health and wellbeing as one subject</li> <li>Support SEND pupils with physical development.</li> </ul> | <ul style="list-style-type: none"> <li>Staff voice to be carried out by P.E leader to understand whole school needs in- regards to supporting active learning in P.E and across the curriculum</li> <li>Buy equipment to support needs of individual year groups</li> </ul> | £3,000                        | Children are seen to be more active during break and lunch. Equipment has also be useful in supporting SEND – fine and gross motor movement. Next year, EYFS will monitor progress and attainment of children. | Equipment to be used by all pupils who need physical fine or gross motor development. Teachers of year groups to monitor impact on children’s physical development and involvement in P.E. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Work with SENCO to buy equipment to support physical development with SEND children</li> <li>Wellbeing team to create wellbeing journals for children</li> </ul>                                                                     | £500                          | Play leader equipment and active baskets for each year groups are up and running during break and lunch times.                                                                                                 | Equipment to be used by EYFS as a means of improving their outdoor area to coincide with whole school development plan.                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                             |                               | MSA staff voice undertaken who report an increase in                                                                                                                                                           | Play leader equipment to be maintained by play leaders in each year group.                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                             |                               |                                                                                                                                                                                                                | MSA’s continue to report on                                                                                                                                                                |

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                       |                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                              | to use across PSHE and P.E to incorporate both subjects together. Create cross curricular links with wellbeing.                                                                                                                                                                                                                                                                                                   |        | pupil participation in physical activity and improved mental wellbeing of children on the playground. | physical activity involvement and mental wellbeing of pupils during break and lunch times.                                                                                                                                                |
| <b>Key indicator 4</b> <ul style="list-style-type: none"> <li>All pupils to have access to an education that includes a range of different sports</li> </ul> | <ul style="list-style-type: none"> <li>Ensure all equipment is in good working order by undertaking a hall equipment audit to ensure a range of different sports can be taught effectively</li> <li>Update hall facilities to ensure a range of different sporting activities can be taught effectively and to enhance the delivery of the 2020 P.E curriculum matrix in light of new Ofsted framework</li> </ul> | £1,200 | Equipment ordered and is in school. Just awaiting installation.                                       | <p>Measure impact on children's engagement towards lessons when music is used to enhance quality of teaching and modelling in lessons.</p> <p>Analyse impact according to new P.E matrix for Knebworth School written by P.E leaders.</p> |



|                                                                                                                                                                                                                                                                                                     |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Meeting national curriculum requirements for swimming and water safety.<br><br>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.                                                                                        | 86% |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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 2021. | 84% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?                                                                                                                                                           | 66% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?                                                                                                                                                                                         | 30% |
| 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  |

## 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: £ 20,000 | Date Updated: 01/04/21                                                                                                                                                  |                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><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.</p> <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport.</p> |                                                                                                                                                                                                                                                                                                                                   |                                |                                                                                                                                                                         | Percentage of total allocation:                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                   |                                |                                                                                                                                                                         | 100%                                                                                                                                                                           |
| 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"> <li>To improve outdoor sports 'classroom environment' on the playground to increase P.E engagement of all pupils during lessons.</li> <li>To increase the confidence of P.E specialist teacher when teaching a range of sports outside.</li> <li>Ensure all children have access to a range of different outdoor sports and have allocated areas to play these.</li> <li>Increase the participation in competitive outdoor sports (netball and football) and</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>MUGA sports surface to improve the 'classroom environment' for high quality outdoor P.E lessons.</li> <li>Training for outdoor sports coach with how to best utilise the MUGA for high quality P.E lessons and clubs.</li> <li>CPD for MSA's to use MUGA for active play times.</li> </ul> | All allocated funding          | Due to COVID 19 restrictions, MUGA is due to be installed next academic year. Impact will be measured and recorded during break and lunch times and during P.E lessons. | MUGA to be available for future generations to increase engagement in sports and broaden the experiences and range of sports taught. All children to access across the school. |

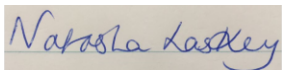
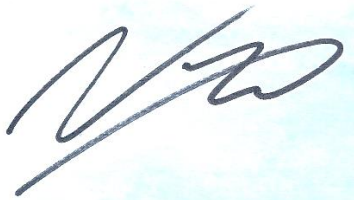
Created by:



Supported by:



|                                                            |  |  |  |  |
|------------------------------------------------------------|--|--|--|--|
| ensure we can facilitate these matches to a high standard. |  |  |  |  |
|------------------------------------------------------------|--|--|--|--|

|                 |                                                                                                     |
|-----------------|-----------------------------------------------------------------------------------------------------|
| Signed off by   |                                                                                                     |
| Head Teacher:   | Natasha Laskey<br> |
| Subject Leader: | eknappett                                                                                           |
| Date:           | 01.04.21                                                                                            |
| Governor:       | <br>Nik Watson     |