

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Essendon Primary School

Commissioned by the
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
- 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 by the end of the summer term or by **31st July 2021** at the latest.

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"> Whole school curriculum map looked at in detail. The two year PE overview aligned to provide all pupils with a balanced and progressive curriculum. The GetSet4PE scheme of work is fully embedded and popular with staff and pupils. Profile of PESSPA increasing across school and the school community by keeping notice boards up to date, publishing success and opportunities in school newsletters, talking about PESSPA during Collective Worship broadcasts and celebrating all sporting successes both in and out of school. Sports leaders trained and put into practice at lunch times. Full involvement in The Hertford and Ware Schools Sports Partnership attending various festivals and entering School Games competitions. Active on the Your School Games website completing Your School Games Framework and Inclusive Health check. Daily Mile embedded in school day with all classes managing to complete fifteen minutes at least three times a week. All Year 6 children offered Bikeability Course with six of the nine pupils signing up and successfully completing the course and achieving Level 2. 	<p>As the school looks ahead to a more settled year, we plan to continue developing, extending and improving PESSPA opportunities for our pupils by:</p> <ul style="list-style-type: none"> Investigating resources and programmes to enable the school to provide a reflective and representative baseline. Researching, canvassing and capturing pupil voice and parental/carers views to support baseline. Developing our relationship with Multi Active and to utilise their expertise to develop and enrich opportunities for all children. Developing/re-establishing opportunities for competitions against local schools paying particular attention to evolving school football and netball teams. Encouraging staff to be more aware of physical literacy/competency, to have a better understanding how physical literacy can potentially impact on the whole child. Using PESSPA as tool for whole school improvement. Lunchtime activities to be used to help children develop social skills, gamesmanship and resolve issues and conflicts calmly and proportionately. Increasing physical activity throughout the school day by using programmes such as Active Blasts, Active English and Active Maths. Re-establishing the Daily Mile for all year groups.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£ 1,771**
+ Total amount for this academic year 2020/2021 **£16,770**
= Total to be spent by 31st July 2021 **£18,541**
Total Spend for 2020/2021 **£15,153**
Total amount Carried forward to 2021/2022 **£ 3,388 (18%)**

Essendon Primary School

<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 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>NB: The current Year 6 cohort consists of 9 children</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 2021.</p> <p>Please see note above.</p>	<p>88.88%</p> <p>Data was collected by asking the children about their swimming capabilities</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>88.88%</p> <p>Data was collected by asking the children about their swimming capabilities</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>A classroom based Safe Self Rescue session was delivered to Year 6.</p> <p>Because of absenteeism, only 55% (5 children) were in school.</p>
<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</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: £ 16,770	Date Updated: 04.07.21	
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				Percentage of total allocation: £8,440 46%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that 100% of pupils achieve the minimum of 30 minutes activity per day. To promote a habit of lifelong learning and daily physical activity. Increase the fitness levels of ALL children.	Continuation of employment of a Sports Consultant to focus on improving the PESSCA provision at Essendon and build upon last year's achievements.	6000	Key features PESSCA expertise. Embedding GetSet4PE SOW. Continuation of assessment. PESSCA profile remains high. Children and parents continue to be engaged. Participation continues to increase.	PE scheme to continue Throughout, lockdown the importance of physical activity remained high with challenges and ideas being shared by PE consultant on remote learning platform.
To encourage families to consider more active modes of transport	All Year 6 pupils to complete the Bikeability course	225	66.66% of Year 6s attended a Bikeability course. Children reported feeling more confident riding their cycles and would consider using them more.	Children have learnt a life skill and will continue to improve and build upon their cycling knowledge.
To increase physical activity at lunchtimes and to play games under the umbrella of the school's values: Love God, Love Yourself, Love	A coach from Multi Active has been appointed to specially work with the children at lunch. A rota is in place, whilst classes remain in	1,200	Children know that there is a specific adult to help them organise games and support them should issues arise. There's	As children move through the school, attitudes learnt in lower years will percolate through as they progress through school.

Others, Love Learning and Love Your World	bubbles. Focus has been to promote gamesmanship and being good winners and good losers.		been an improvement in children's attitudes to lunchtime football and participation has increased. Staff report an impact on behaviour, with less time being spent on resolving issues arising from lunch time.	Younger children will learn from older role models. Following discussions with Multi Active, lunch time coach to remain in place and activities to be developed and opportunities widened.
To encourage children to be active during break and lunch times by providing interesting, fun and appropriate equipment.	Boxes of equipment have been purchased for each class.	115	Children are motivated as the equipment available sparks their interest. Activity at breaks has increased.	Class boxes were originally used as a result of the bubble system. The boxes have worked well and will continue next year. Children will be asked what equipment they would like and equipment will be maintained and replaced.
To ensure that every PE lesson has a high activity time and each pupil is appropriately challenged.	Further purchases of equipment made to ensure there is enough equipment for each pupil.	500	Children have high activity time during lessons and aren't waiting to use equipment. Planned lessons are delivered with greater success. Teachers report improved behaviour as children aren't idle.	Equipment for PE is stored in our locked PE shed purchased from last year's premium. Staff are confident that equipment is available making planning and delivery more successful. PE lead will continue to monitor equipment and will replace when necessary.
To maintain outside climbing equipment.	Following an internal Health and Safety inspection, new bumpers were purchased for the outside activity equipment	400	Children can continue to use the outside apparatus safely to develop gross motor skills, strength and physical challenges.	The outside climbing apparatus has at least eight years left on the manufactures warrantee. By purchasing the bumpers, pupils will be able to continue to use the equipment safely.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				£1,144	6%
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:	
Raise profile of representing Essendon School at sporting competitions, events and festivals. To be proud to be part of Essendon School.	New Essendon embossed PE kit designed and manufactured for ALL children to wear.	1,144	T-shirts were delivered in June 2021. There've been no external events for children to wear the new kit. However, children are enjoying wearing them for lessons. One pupil commented, "We all look like one great big team."	Each pupil was gifted a new T-Shirt. New T-shirts can be purchased through our uniform suppliers. By initially gifting the shirts there will be a supply of second hand shirts to pass onto to younger siblings or for The Friends to sell as second hand uniform.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				£0	0%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
To ensure that PE lessons are high quality, relevant and progressive. To focus on whole child development and to be inclusive and challenging.	Staff continue to use GetSet4PE. A three year subscription was purchased last year. Therefore, no expenditure incurred during this premium spend.	0.00 For this premium allocation	Children's skills are developing. Pupils are becoming familiar with the scheme and are beginning to understand what they need to do to improve. Pupils are appropriately challenged. Scheme builds on previous learning. Pupils are given opportunities to	Scheme provides teachers with a simple, clear and robust lesson plans. There's clear progression of skills and an option for assessment. Scheme continues for next two years with option to continue after then.	

			develop social, emotional and cognitive skills.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£4,469 24%
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:
Additional achievements: To provide children with opportunities to engage in a variety of different sports.	Full membership of the Hertford and Ware Schools Sports Partnership.	1040 Reduced fee due to Covid.	Throughout the pandemic HWSSP has supported schools remotely and via their website. 100% of pupils enjoyed an activity day, delivered by the Partnership, where they participated in archery and Boccia activities.	By supporting the Partnership through the past year it can continue in its present format. Next year, with restrictions being lifted, we all hope that the Partnership will again be in a position to offer our pupils great sporting opportunities, competitions and festivals.
To provide children with opportunities to engage in a variety of different activities whilst adhering to Covid restrictions.	An outside provider, Skip2BFit was booked to deliver skipping sessions to all pupils.	190	Sports leaders were used to help with sessions and to keep records of Skips per Minute. Children learnt new skipping techniques. Enthusiasm for skipping was ignited and skipping became a focus activity during breaks.	Skipping continues to be popular during breaks. Consideration will be given to running an intra competition next year.

To encourage more pupils to engage in extracurricular sport.	Equipment was purchased from Skip2Bfit.	535	Each class has a set of ropes. Extra ropes are included in class activity boxes. Children use ropes during breaks.	The equipment from Skip2Bfit includes instructions and resources to run class challenges. Next year equipment will be used as part of daily activity blasts and class competitions.
	An outside provider, Multi-Active, was booked to deliver a street dance workshop to all pupils.	100	Children enjoyed a day of dance and learnt basic Street Dance moves. They sequenced the moves and performed a dance.	Children enjoyed the day and it was a welcomed activity during Covid restrictions.
	The school engaged the services of Multi-Active to provide regular afterschool sports clubs. In order to make the clubs accessible to all pupils, each place was subsidised by 50%.	2,604	All clubs have been successful with many operating a waiting list. Pupils have been given the opportunity to try different sports including rounders, gymnastics, performing arts, adventure club, netball, football and archery. A total of 49 children have accessed the provision, representing 66% of eligible pupils.	The clubs are well established. Once the premium funding for 2021/2022 has been announced, the school will consider it's spend for next year with a view to continuing the club subsidy.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1,100 6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To build Essendon Sports teams with the aim of eventually playing matches against local schools.	In addition to employing the services of Multi-Active to offer football training, new goal posts have been purchased.	850	The two sets of goal posts enable two matches to take place simultaneously. Allowing more children to take part and developing skills of younger players.	Goal posts are of a high quality and are foldable. This allows the posts to be stored securely in the PE shed when not in use.
To align Sports Day to an athletics event to give the children the experience of competing.	Equipment and medals for sports day. Race track marked on school field.	250	Sports day was a great success with all pupils participating and scoring for their Houses. Parents were allowed to watch, restrictions being adhered to. Moral was raised and links with parents strengthened.	Equipment will be available for next year. Children will remember the experience of running on the track and be prepared for next year's track events.

Signed off by	
Head Teacher:	Belinda Canham
Date:	19 th July 2021
Subject Leader:	Janet Pinfold
Date:	18 th July 2021
Governor:	Pauline Alleyne
Date:	19 th July 2021

Essendon Primary School