

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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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](#) 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 **31st 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"> ● Curriculum map in place and published on school website. ● Children have participated in a range of sports competitions. ● Children in Year 4 participate in weekly curriculum swimming lessons. ● PE scheme of work available online for teachers to use. ● MSSP coach providing quality PE lessons from years 1 – 6. ● New PE resources bought for teachers to use. ● Strengthened provision of extra-curricular sports clubs across the school. ● Children with SEN supported to participate in sporting competitions. ● Providing more opportunities for girls and pupils with SEND to compete in sporting competitions. ● Progression of skills developed and this is linked to the assessment tracker. ● Gymnastics taught by a specialist teacher and actively promoted in the school. 	<ul style="list-style-type: none"> ● Continue to monitor the quality of PE provision across the school. ● Improve provision of lunchtime activities and clubs. ● Improve participation of children in after school sports clubs. ● Improved fitness for pupils at The Sherwood. ● Improve dance across the school and participate in local and cluster competitions.

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

If **YES** you must complete the following section

If **NO**, the following section is not applicable to you

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.

Academic Year: September 2020 to March 2021	Total fund carried over: £5,500	Date Updated: March 2021		
What Key indicator(s) are you going to focus on? Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total Carry Over Funding: £ 5,500
Intent	Implementation		Impact	
<p>Improve our current gymnastics offer to children from year 1 – 6.</p> <p>Participate in gymnastics competitions within our local school sports partnership.</p> <p>Develop fundamental movement skills such as balance, agility and coordination.</p>	<p>Purchase gymnastics resources linked to each area of the curriculum.</p> <p>Provide children with an opportunity to develop fundamental movement skills within lessons.</p> <p>Practice these key skills within smaller groups.</p> <p>Children to participate actively in lunch time clubs where they could showcase their skills.</p> <p>Provide children with challenge and opportunities to perform for a wider audience.</p>	<p>Carry over funding allocated: £5,500</p>	<p>Pupil survey indicate positive impact of the provision and that children enjoy using the new equipment.</p> <p>Participation log indicate an increase in the number of targeted children participating sporting competitions.</p> <p>Monitoring activities indicate that key skills are developed across the school.</p> <p>Children are encouraged to participate in competitions and achievements are shared in the newsletter and in assembly.</p>	

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.	No current data - COVID19
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	No current data - COVID19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	No current data - COVID19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No current data - COVID19
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?	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: £19,100		Date Updated: April 2021	
<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>					<p>Percentage of total allocation: 10%</p>
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?	
All children have at least 100 minutes of PE across at least 2 separate lessons, on different days.	<p>All PE lessons timetabled for 2x lessons a week.</p> <p>MSSP and Artis to teach some of these lessons.</p> <p>Through lunchtime sports clubs.</p> <p>Children are engaged in a wide range of sports activities at lunchtime, which has led to a decrease in the number of behaviour incidents reported to SLT</p>		£0	<p>Number of lunchtime incidents reported to SLT, decrease over the year as children actively participate in lunchtime activities.</p> <p>Pupil survey indicate positive impact of the provision.</p> <p>Children in the EYFS are encouraged to scoot to school.</p>	
An effective curriculum map/progression of skills document and scheme of work is in place.	<p>Purchase from MSSP and PE leader to support class with planning.</p> <p>Progression of skills map shared with teachers and available on the school website.</p>		£50	<p>PE leader to monitor PE provision across the school, e.g. planning, assessment, lesson visits.</p> <p>PE leader to monitor during lesson visits if skills are progressing from previous year groups and provide feedback on how the more able pupils could be challenged.</p>	

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To ensure that our school's assessment tracker is used effectively to measure pupils' progression.	PE leader to check progression of skills taught. PE leaders to provide regular PE updates during the year. PE leader to attend regular CPD	£0	Through monitoring the use of the assessment tracker and how accurately it correlates with teacher judgements (lesson observations to moderate teacher judgements).	PE leader monitored teaching of PE with Merton Sports Partnership. PE leader supported some teachers at the start of the academic year with the delivery of their lessons. This intervention had a positive impact.
Children are consulted with and enjoy their PE lessons.	School council to conduct a pupil survey about the enjoyment of PE lessons, developing of skills and what sports they want to be taught.	£0	Feedback from this survey will be shared with the leadership team. Pupils feedback used to inform future planning and activities.	Pupil Survey will be sent out in Summer 2021 and results used to purchase new equipment and consider clubs that can be implemented.
Improve the play and lunchtime facilities to encourage pupils to be more involved in sport and more structured physical activity	Work with pupils and staff to repurpose the different playgrounds. Get ideas from children what they would like to have in the playground to encourage active games and practising of skills such as throwing and catching, and balancing.	£2000	Behaviour incident monitoring indicates improved behaviour. Pupils indicate during school council that they enjoy play / lunch times.	New playground equipment bought in consultation with school council. Children actively play a range of games including tennis and cricket. Next steps: Change playground timetable to allow more games based activities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				79%
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>Children are taught resilience through sport, PE and PA and links to emotional and mental health and wellbeing including coping with stress and performance are considered in the curriculum and promoted throughout the school day.</p>	<p>PE promoted as part of being a Rights Respecting Schools. Virtual challenges set for pupils to engage with each week. Achievement of these challenges celebrated in newsletters.</p> <p>Links shared on Google Classroom to promote health and wellbeing at home.</p>	<p>£0</p>	<p>Children feed back positively in pupil survey how they could support their health and wellbeing at home.</p> <p>PE leader keep record of the weekly challenges and over time this indicates increased engagement.</p>	<p>Virtual challenges set weekly by the PE leader. These challenges are celebrated on the PE display board and has been sent to parents in the newsletters.</p> <p>Next steps: Create short videos of children participating in the home challenges and share across the school.</p>
<p>Purchase quality resources to enhance the PE and sporting curriculum.</p>	<p>New PE equipment to encourage a wider range of activities. Equipment to promote the importance of participation for all pupils.</p>	<p>£2000</p>	<p>Pupils feel really proud to be involved in assemblies/photos on notice boards/Twitter etc. which is impacting on confidence and self-esteem.</p>	<p>New playground equipment was purchased during the academic year. Children more engaged in games such as cricket, tennis and using the tricycles in KS1.</p> <p>Next steps: regularly update the equipment and meet with school council to develop pupil voice.</p>
<p>Improve the school hall facilities by replacing the hall flooring.</p>	<p>New hall flooring to enhance sports and gymnastics classes for pupils.</p> <p>New opportunities to host local and community competitions. Children to give their views on the new sports being offered in the hall.</p> <p>Improved flooring will prevent injuries in lessons.</p>	<p>£13,085</p>	<p>Children feed back positively about the new sport facilities and indicate they enjoy lessons more.</p> <p>Different after school clubs offered using the new hall flooring.</p>	<p>The sports hall flooring will be refurbished in the autumn term with a view to invite local school for inter school competitions. This will also allow children to broaden their experiences by participating in dance and hockey.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
The PE Coordinator is leading PE effectively and confidently across the whole school.	PE leader providing regular CPD opportunities. PE leader attend MSSP Summer and Autumn conferences. PE leader to send out Home PE activities to the children via Google Classroom whilst at home or in school via Merton School Sport Partnership and London Youth Games.	£0	Monitoring activities indicate lessons are now child-centred, and all children are engaged in lessons. Gold Sports Mark and MSSP School Sports Mark Gold maintained for this academic year. PE leader provide feedback to teachers and children about the engagement of PE Home activities.	PE leader actively supports teacher with planning and preparation. He also participated in team teaching to support the development of new staff. Next step: INSET training on differentiation to be delivered in Autumn 2021.
Inclusive sport forms part of PE planning and delivery. Pupils' needs are known and teachers feel confident to deliver inclusive PE lessons and clubs, making any adaptations as required.	CPD opportunities arranged for all NQTs. Continue successful affiliation with Merton School's Sports Partnership.	£0	Monitoring activities indicate tasks are differentiated for different groups of learners. TAs actively engage in lessons working with targeted groups of pupils who make good progress as a result.	All NQTs received CPD from Merton School Sports Partnership. This partnership will continue in the new academic year. Next steps: provide in house CPD opportunities for teaching assistants.

<p>To strengthen teachers expertise in delivering PE and sport through a high quality training programme.</p>	<p>Provide regular CPD opportunities for all staff. Additional support in place for teachers. Professional development in subject leadership for PE subject leader. All NQTs attend 6 hours of PE training.</p>	<p>£0</p>	<p>Monitoring activities indicate tasks are differentiated for different groups of learners. TAs actively engage in lessons working with targeted groups of pupils who make good progress as a result.</p>	<p>All NQTs received CPD from Merton School Sports Partnership. This partnership will continue in the new academic year.</p>
<p>Staff understand how physical activity can contribute to the positive mental health of students.</p>	<p>Staff getting regular updates from PE leader regarding mental health. PE leader introduced GoNoodle to encourage teachers to give children short brain breaks during the day.</p>	<p>£0</p>	<p>Monitoring activities indicate children make good progress in lessons and over time.</p>	<p>PE leader shared information about mental health with staff and pupils. GoNoodle introduced to give children an opportunity to take a brain break. Next steps: conduct learning walk with PE leader with a focus on progress during the lesson and differentiation.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 8%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Additional achievements:				
Maintain the number/range of sports and PE specialist coaches working alongside our staff team.	Merton School Sports Partnership working alongside the PE leader. Dance and gymnastic specialist promoting these curriculum areas across the school.	£1465	Increased participation in a range of sporting competition. School council active and involved in the review of PE provision across the school.	The school is not dependent on 'experts' delivering PE lessons and staff are more confident to deliver lessons. Gymnastics lessons started this academic year and they were well received by the pupils.
A leadership programme is in place for <u>all</u> Year 5s.	Develop play/activity leaders programme. This programme will be introduced virtually by MSSP in Summer 2021.	£0	Children in Y5 actively involved (keep record) as play/activity leaders and relationships between KS1 and KS2 is strong.	Leadership training took place for Y5 pupils in the Spring term. Play leaders have been chosen to support children within their bubble to deliver games during playtimes.
Continue to offer a wider range of activities both within and outside the curriculum in order to encourage pupil participation.	Additional sessional coaches for specific sports / competition preparation. Gymnastics videos produced by MSSP and children given weekly challenges.	£0	Identified children participate actively in sport during play times. PE leader keep record of the weekly challenges and over time this indicates increased engagement.	During the period of school closure, the PE leader regularly shared 'home challenges' for pupils to do at home. They were well received and focussed on gymnastics.
Gifted and talented pupils in PE and sport (including those with SEND) are recognised by teachers. Support is provided to signpost them to find progression pathways both within and out of school.	PE leader to organise enrichment days. E.g. Surrey Cricket Schools Day, WJTI tennis day.	£0	Identified gifted and talented pupils participated in a range of enrichment activities. Participation log indicates more pupils with SEND, pupil premium	We were able to participate in 1 Sporting Competition this academic year. Our pupils did really well and won the cluster cricket competition.

	<p>PE leader promote external agencies who offer clubs to the wider community.</p> <p>PE leader to organise competitions with other cluster schools.</p> <p>PE leader arrange for children to be introduced to new sports e.g. boccia, sportshall athletics</p>		<p>and girls participated in competitions.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
School Virtual games day (sports day) delivered which engages <u>all</u> children in the school.	Sports Virtual Games Day planned for Summer 2021. This might need to take place within year groups bubbles/phases. Celebrate achievements with medals, trophies and certificates.	£500	Feedback from pupils survey indicate high level of pupils enjoyment and which activities could be improved for the next year. Sportsmanship certificates awarded to individual children in each class.	Team spirit and group work in PE lessons generally good as children engage in more competitive activities. Children participate in Sports Day and celebrate achievements of their peers and houses.
Intra comp programme in place for <u>all</u> children to meet the MSSM gold standard.	Class and house matches during PE lessons to be organised by the PE coach. Pupils practice for competitions during lunch times.	£0	Establish and improved relationship amongst pupils. Pupils' resilience improves as more children show off their skills learnt during the unit of work. E.g. children to showcase a gymnastics routine in front of their peers.	Matches between classes were limited during this academic year. During the Summer term, matches took place between 'bubbles' and children participated in Sports Day.
Pupils, teachers and accompanying parents understand the rules, etiquette and formats for each sport. Children are given opportunities to practice before the competition.	MSSP coach to provide lunch time coaching in preparation for upcoming competitions. PE leader to send leaflet with competition information to parents. Information of virtual competitions shared on Google	£0	Refspect award given to Sherwood teams. Children are better prepared when participating in competitions and more teams progress from cluster competition to borough competitions.	Virtual competitions regularly shared using Google Classroom. Next steps: participate in a range of sporting competitions in the next academic year.

	Classroom and via the school newsletter.			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	