

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



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:

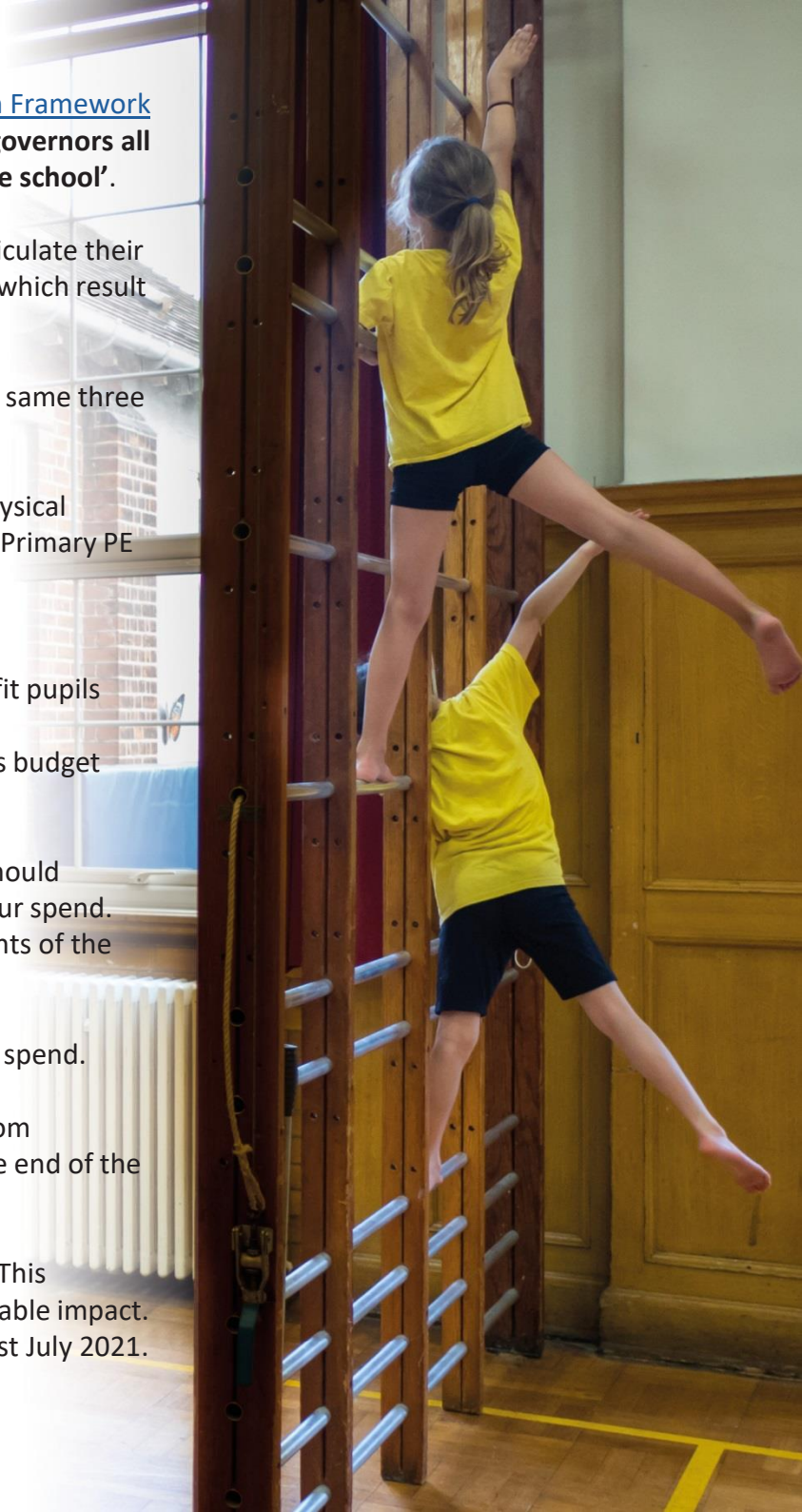
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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"> - Year 3/4/5 physical health tests in 2019 proved SW pupil's fitness levels were above the national average - Your School Games Virtual award – for commitment and engagement of virtual programmes during the lockdown/Summer term 2020 - Entered/competed in 28 inter school competitions from September – March (lockdown) - Quality of teaching is consistently good / Positive feedback on CPD 	<p>Promote health and wellbeing by providing opportunities for regular physical activity, in order to tackle the effects of lockdown on pupils;</p> <ul style="list-style-type: none"> - Marathon Kids to enable exercise breaks during lessons - Sufficient equipment to provide active playtimes for all bubbles in line with covid guidance - Extra-curricular sports clubs for all individual bubbles - Tracking of fitness levels using GymRun colours - More intra school competitions (in bubbles) to allow for larger rates of participation in competitive sport, providing a more broad and inclusive competition programme - Swimming booster for Y6 pupils to increase the number of pupils meeting national curriculum requirements

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 £6,900
+ Total amount for this academic year 2020/2021 £18,370
= Total to be spent by 31st July 2021 £25,270

<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>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. Please see note above.</p>	<p><i>Unknown – no swimming data for y6 from the summer term due to covid restrictions</i></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><i>Unknown (as above)</i></p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p><i>Unknown (as above)</i></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><i>No – had planned to but cancelled due to covid</i></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: £25,270		Date Updated:	
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: 59%
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:	
Pupils will know the physical and mental health benefits of regular physical activity. They will take advantage of the opportunities presented to them to be active before/during/after school, and will understand how these activities will help them lead happy and healthy lives.	Build upon the running culture created in the school, ensuring all KS2 pupils participate daily and succeed in Marathon Kids <ul style="list-style-type: none"> - Select/train marathon ambassadors who will aid teachers and sports coach in the smooth running of the programme - Purchase medals - Weekly medal presentations to encourage continued participation - Create competition between classes/year groups using the DTS - All KS2 pupils to run at least one marathon over the year - Running restricted to lesson time (non PE lessons) whilst there are covid bubble restrictions 	£440 Not spent	January-March lockdown hugely impacted the running data for this academic year. Class bubbles throughout the year limited the amount of running pupils could do when in school. <ul style="list-style-type: none"> - 42km average per runner - 8950km run in total - 7th place on UK school leader board - 75% of KS2 pupils completed half a marathon - 39% of KS2 pupils completed 1st marathon - 14% of KS2 pupils completed 2nd marathon Pupils have experienced the effects of a lack of exercise during lockdowns, and can feel how this has individually affected their physical and mental health. They have a better	Continue to promote Marathon kids in 2021/2022. Big relaunch of the programme in September with the new introduction/trial of automated scanned runs - using QR codes to scan and track pupils runs. This will make the running/organisation of this programme less time consuming and a more accurate reflection of how active our pupils are. If bubble restrictions are removed for September, the programme will return to normal with pupils running during lessons, break and lunch.	

<p>Encourage pupils in Y5 to participate in an extra-curricular sports club. If they aren't attending a before or after school club, they will engage with sports activities at break or lunchtime.</p>	<p>Provide a range of free/affordable extra-curricular sports clubs before and after school for all bubbles:</p> <ul style="list-style-type: none"> - Free sports club offered before school every day for year 5 pupils – target year group for attendance and behaviour - 11 subsidised after-school sports clubs are offered to y1-y6 pupils, ensuring each year group/bubble is offered at least one club per week. - Advertise to pupils and parents to ensure high participation 	<p>£2,700</p> <p>£3,465</p>	<p>understanding of how programmes like marathon kids in school provides them with opportunities to better their health as part of their everyday routine.</p> <p>11 after school sports clubs offered throughout the year. Year 3 and year 4 multi-sports clubs the most popular - both clubs oversubscribed, with waiting lists.</p> <p>After school football club run by Mohsin Abraham (Belong Academy) created a strong school-local club link, of which 10 SW pupils registered for the football club run at Royal Docks school.</p> <p>Poor uptake for the year 5 morning multi-sports club. Numbers peaked at 19, and fell to as low as 7, at varying points throughout the year. Pupils' feedback was that it's too early for them to wake up. Pupils also stated it wasn't worth the effort of getting up early for a 30 minute club (pupils have to go into class at 8.30am). However, a high number of year 5 pupils participated in sports activities during their break/lunch times due to having daily access to the sports cage (playground bubble</p>	<p>Ensure a wider variety of sports clubs are on offer from September (if bubble restrictions are removed). Promote clubs to parents/pupils if spaces are still available.</p> <p>Enquire about the possibility of Mohsin continuing football club at SW. Find out the hourly cost.</p> <p>Target year 3/4/5 pupils (if restrictions allow) for morning sports club. Ensure club runs from 8.00-9.00am to entice more pupils to attend. Advertise to parents so they are aware of this offer of free childcare before school.</p>
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	Playground budget to allow for the purchase of sufficient equipment for each individual bubble	£2,000 Spent: £820	location in the sports cage). Budget used to replace broken/missing items and add new items for each bubble box (equipment boxes already formed from Summer 2020).	Continue to purchase an extensive range of equipment, in large quantities, so that all pupils have the opportunity to play if they want to.
	Sports coaches to deliver organised sports/games at break and lunchtimes in bubbles	£6,318 (carry over funding)	More pupils felt involved/encouraged and had opportunities to participate in sports games at break/lunch without the feeling of the ‘sporty kids’ across the school taking over. Pupils seemed to be more active and more involved in sports games when restricted to their bubble, as opposed to when they are able to freely wander. Sports games at break/lunch time’s reengaged pupils with daily vigorous physical activity after months of lockdowns.	Train select pupils as sports leaders to lead playground sports challenges so that all pupils feel involved and are encouraged to participate. Create class and year group competition to drive up participation numbers. Continue to deliver organised sports games at break/lunchtimes, run by sports coaches.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
Improve the physical fitness of all pupils in KS2: Pupils to take ownership of their learning; they are inspired to improve their own fitness and well-being. They understand they are responsible for their own	Use GymRun Colours to raise the profile of physical health and improve fitness levels amongst our KS2 pupils. Assess, track and reward pupils fitness levels from year 3-6.	£720 Spent: £312	Lockdown (Jan-April) impacted the pupils’ opportunities to improve their fitness levels this academic year. Gymrun fitness tests were conducted upon the pupils return to school from	Continue to test and track fitness levels of our KS2 pupils and repair the effects of lockdown on pupils’ fitness. Fitness tests planned for

<p>health and fitness, and utilise the skills developed through their engagement with the physical education curriculum and employ them in an effective way to live a happy, active life.</p> <p>All pupils in KS2 are able to identify how their fitness levels have developed throughout the academic year and what they did to attain this.</p>	<ul style="list-style-type: none"> - Use PE board to display levels - Create a buzz about the coloured levels to motivate and encourage pupils to improve - Baseline, mid-year and end of year fitness tests for all KS2 pupils - Target pupils whose fitness levels have decreased from baseline to mid-year tests - All pupils given a colour badge based on their fitness level - Compare/track/repair the effects on fitness levels from lockdown. - Include health related fitness units in PE curriculum for years 3-6 		<p>lockdown to measure the effects lockdown has had on pupils. Baseline fitness tests completed January 2020 (pre lockdown). Second fitness test completed April 2021 (post lockdown).</p> <p><u>Year 3:</u> (no baseline test to compare) 58% in line with/above national average</p> <p><u>Year 4:</u> 17% fitness level decrease 26% no progress 57% expected level of progress or more/fitness level increase 60% in line with/above national average</p> <p><u>Year 5:</u> 13% fitness level decrease 25% no progress 62% expected level of progress or more/fitness level increase 51% in line with/above national average</p> <p><u>Year 6:</u> 19% fitness level decrease 28% no progress 53% expected level of progress or more/fitness increase 57% in line with/above national average</p> <p>Pupils are aware of their current fitness levels. They were provided with an excellent learning opportunity to compare and contrast their scores pre and post lockdowns. Discussions</p>	<p>September 2021 and Summer 2022 to measure the effects of returning to normal routines.</p> <p>Identify pupils whose fitness levels decreased and those working below the national average and target them into extra-curricular clubs – before/lunch/after school clubs. Share this information with class teachers for next academic year to ensure teachers are aware of the least active pupils in their class and can encourage them when running laps/joining clubs etc.</p>
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			<p>were had regarding how lockdown, and the lack of opportunities to be physically active, impacted our fitness levels. Pupils identified how and why our fitness levels may have increased/decreased/made no progress, and what we can do to improve for the next test.</p> <p>Fitness tests planned for September 2021 and Summer 2022 to measure the effects of returning to normal routines.</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:
			11%
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?:
Pupils to know that all PE Instructors value PE, sport and physical activity by demonstrating good subject knowledge and being able to model/lead lessons confidently. Pupils will enjoy, feel confident and show high levels of engagement when participating in PE as a result of making steady progress from consistently good PE lessons.	Purchase of Primary PE passport app to aid PE instructors in the planning and delivery of high quality PE lessons <ul style="list-style-type: none"> - Ensure the transfer of pupil data onto the app to maximise its use - Ensure the use of PE passport by all PE instructors throughout the year 	£400	PE lessons were led by specialist PE instructors with high levels of knowledge, enthusiasm and confidence in PE. Instructors were used to their strengths to teach units most confident and comfortable with. All pupils in year 6 and year 4 provided feedback on their experiences of PE this year. <p><u>Year 6 (SM + Prem sports):</u></p> <ul style="list-style-type: none"> - 73% of pupils stated they enjoyed both lessons with their PE coaches. - 76% of pupils felt confident when participating in lessons. - 79% of pupils felt fully engaged in their PE lessons. <p><u>Year 4 (SM + KF):</u></p> <ul style="list-style-type: none"> - 86% of pupils stated they enjoyed both lessons with their PE instructors. - 85% of pupils felt confident when participating in lessons. - 81% of pupils felt fully engaged in their PE lessons.
			Sustainability and suggested next steps: <p>Limited use of the primary passport app due to the lack of quality in some units. Interest in switching to Complete PE scheme of work. Free trial month used during pandemic. An extensive range of high quality PE lessons in all units on offer. Differentiation cards for all units provided. Possibly swap PE passport for Complete PE.</p> <p>Conduct a more in-depth pupil voice to investigate further into the reasoning behind pupils' answers.</p> <p>SM to observe lessons conducted by other PE instructors.</p>

	<p>Range of CPD courses available to staff for those lacking confidence, knowledge or skill in particular areas of the curriculum</p> <p>- Ensure teachers/instructors are aware of CPD courses that are available, including virtual courses</p>	<p>Included in NSSP fee: £2300</p>	<p>The general theme amongst pupils in Y6 and Y4 who disagreed with these statements was more directed towards who they had for PE as opposed to what the lessons consisted of. Pupils claimed this affected their enjoyment and engagement in those lessons. Few children found PE hard and wanted it differentiated sometimes</p> <p>No courses attended due to covid. No impact.</p>	<p>PE instructors to take advantage of CPD courses on offer next year to strengthen in areas they feel less confident.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	14%

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:
Pupils to experience, and build confidence when participating in, a wide range of sports/activities within and outside of the curriculum.	KS2 end of year sports taster festival with a focus on providing pupils opportunities to find a sport they enjoy	£1500 (plus £400 carry over funding) Spent: £1,814	KS2 pupils all-day sports taster festival included; judo, fencing, boxing, American football, seated volleyball, combat archery,	Continue to provide new sporting opportunities for pupils within and outside of the curriculum, so that all pupils

<p>Pupils will find a sport/activity that they enjoy and will learn that these activities can be pursued outside of school.</p>	<ul style="list-style-type: none"> - Set date for 'Sports Taster Festival 2020/2021' - Contact a range of clubs/coaches in attempt to bring new activities to sports day - Ensure clubs bring leaflets to hand out to interested pupils - Monitor the situation regarding Covid-19, social distancing and bubbles, to make a decision on whether sports day will go ahead. 		<p>afrobeats dance, inflatable last man standing. Pupils experienced new activities from outside the curriculum. Pupils in year 6 and year 4 provided feedback for sports day.</p> <p><u>Year 6:</u></p> <ul style="list-style-type: none"> - 100% of pupils stated they enjoyed sports day. - 65% of pupils claimed they found a new sport that they enjoy and would like to play again. <p>Judo and Fencing were the two most popular sports amongst pupils in year 6</p> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - 100% of pupils stated they enjoyed sports day. - 95% of pupils claimed they found a new sport that they enjoy and would like to play again. <p>Judo, Fencing and Combat Archery were the three favourites amongst the pupils.</p> <p><u>Attendance on sports day:</u></p> <p>94.5% attendance of KS2 pupils on sports day.</p> <p>1.2% of pupils were absent only on sports day that week.</p> <p>4.3% of pupils had more than one day absent from school that week, including sports day, suggesting other reasons for absence.</p> <p>These figures suggest pupils looked forward to and had confidence in participating in an all-day sports day filled with new</p>	<p>broaden their experiences and build upon their confidence when participating.</p> <p>Provide details to pupils of where/when they can pursue these sports outside of school.</p> <p>Enquire about the possibility of incorporating Fencing or Judo into the curriculum next year and how much it will cost for a term of lessons. Alternatively, how much for an after school club.</p>
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	<p>PE budget to allow for the purchase of a range of equipment to be used in PE/sport lessons for EYFS/KS1 and KS2.</p> <ul style="list-style-type: none"> - Purchase equipment for; handball, tag rugby, fitness and KS1 ball skills - Purchase PE essentials – cones/bibs for each bubble - Replace broken/missing equipment <p>Change for Life club targeted at those less active and less engaged with activities offered every day</p> <ul style="list-style-type: none"> - Identify pupils through club registers/marathon kids data/gymrun levels - Plan for Summer 2021 - Monitor the situation regarding Covid-19, social distancing and bubbles. 	<p>£2,000 £1,903 spent</p> <p>Included in NSSP fee: £2300</p>	<p>activities, with only 3 children specifically not attending school for sports day.</p> <p>Instructors used from local clubs/organisations. Pupils invited to local club sessions if interested, allowing them to pursue these activities outside of school. Impact not yet known as sports day conducted 2 weeks ago.</p> <p>Equipment for handball, fitness, dodgeball and athletics purchased. Large stock of PE essentials; cones, bibs, tennis balls, beanbags, hula hoops, medium sized bouncy balls and noodles purchased.</p> <p>This club did not run due to covid restriction – this club is targeted towards the least active pupils across the school, however bubble restrictions meant this could not be organised. Alternatively, we opted for an Orienteering scheme of work tailored for SW which can be utilised in PE lessons, to provide a new physical activity for pupils. App not used yet as iPads need updating. No impact yet.</p>	<p>Purchase equipment for tag rugby, volleyball, basketball and netball. Replace any broken/missing equipment.</p> <p>Organise this club for 2021/2022. Use data from gymrun and marathon kids to identify pupils for this club.</p> <p>Ensure app and iPads are ready to be used for September, so that Orienteering can be added to the curriculum.</p>
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	Y6 swimming booster sessions, at the Aquatics Centre, targeted at pupils not attaining the expected national curriculum standard at the end of KS2 - Planned for Summer 2021 - Monitor the situation regarding Covid-19, social distancing and bubbles.	£2600 Not spent	No swimming boosters went ahead due to covid restrictions. No impact.	Book ahead for summer 2021/2022. Possibility of portable pool in school for 4 weeks to enable a catch up program for current year 5 pupils who missed more than two-thirds of their swimming lessons this year. Portable pool will also allow all other year groups/pupils to access some swimming lessons to get a head start before y5.
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	11%

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?:
Pupils will know how to transfer skills from lessons into a competitive environment. They will need to be able to compete as individuals and in teams. Pupils will manage feelings and demonstrate resilience when winning and losing. Pupils identify a sport/activity that they enjoy and commit to, practising regularly to consolidate performance such that they excel.	Participate in NSSP virtual competitions, to allow for intra and inter school competitions safely within bubbles. Virtual competitions will allow higher levels of participation in competitive sport for all - Virtual events: <ul style="list-style-type: none"> ▪ Cross country ▪ Archery ▪ KS2 Athletics ▪ KS1 multi-skills - Purchase medals for intra school events	£576	Virtual competitions entered through NSSP: - Year 3/4/5/6 Archery - Year 3/4/5/6 Athletics - Year 3/4/5/6 1km timed run - KS2 dance All pupils in year 3, 4, 5 and 6 participated in the Archery, Athletics and Cross Country events, with results submitted to NSSP. A video was submitted on behalf of Y6 Performing arts club for the KS2 dance competition. All pupils in KS2 have
			Sustainability and suggested next steps: Continue to provide a large range of intra school competitions to allow for larger rates of participation in competitive sport, providing a more broad and inclusive competition programme for all. Re-engage with NSSP regarding the inter school level events for September for G+T pupils. Enter more B/C teams to allow

	<p>Gifted and talented pupils to access a restricted timetable of inter-school competitions organised by NSSP in Spring/Summer terms</p> <ul style="list-style-type: none"> - Monitor the situation regarding Covid-19, social distancing and bubbles. 	<p>Included in NSSP fee: £2300</p>	<p>experienced competing as individuals and in teams. All KS2 pupils given opportunities to win/lose and were required to manage the feelings that come with success/failure.</p> <p>Intra school competitions:</p> <ul style="list-style-type: none"> - Year 3/4/5/6 Archery - Year 3/4/5/6 Athletics - Year 3/4/5/6 1km timed run - Year 3/4/5/6 Cross Country - Year 2 multi-skills - Y6 Badminton, Tag Rugby, Football, Netball, Dodgeball, Hula Huts, Hockey, Volleyball - Y5 tag rugby, netball, rounders - Y4 hockey, basketball, tag rugby <p>Year group specific events held at the end of a unit/end of term in PE lessons to allow pupils to transfer skills learnt in previous weeks into a competitive environment.</p> <p>Two face to face competitions attended outside of school in summer term (Newham and Langdon partnership schools in attendance)</p> <ul style="list-style-type: none"> - Year 3/4 outdoor Athletics – 3rd place - Year 5/6 outdoor Athletics – 3rd place (MD in 6D ranked #1 boy in Newham) 	<p>more pupils to experience inter school level competitions.</p>
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Signed off by	
Head Teacher:	Farhathafza Quayum
Date:	
Subject Leader:	Sumayyah Maayuf
Date:	15/07/2021
Governor:	
Date:	