

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

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

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

| | |
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| Total amount allocated for 2020/21 | £ 20523 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £11940 |
| Total amount allocated for 2021/22 | £ 16510 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 28450 |

Swimming Data

Please report on your Swimming Data below.

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| 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 which you can then transfer to the pool when school swimming restarts. 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 | |
| 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 2020. Please see note above | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 100% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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? | Yes |

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: 2021/22 | | Total fund allocated: | | Date Updated: | | |
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| 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: 55% | |
| Intent | | Implementation /actions to achieve | | 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? | |
| <p>All classes to continue to participate in 120 mins of National Curriculum PE per week.</p> <p>Sports Crew and young leaders to deliver active play at lunchtimes. Set up lunchtime play boxes to encourage active play.</p> <p>Den building and forest school activities to run.</p> <p>Bikeability/active travel to school to promote further active time.</p> | | <p>Continue to offer the full range of sports from the NC.</p> <p>Multi skills young leader training due by Nov 21 – yr5/6 to support development of skills for other year groups.</p> <p>Weekly timetable of lunchtime activities to be available. Register of those attending to be completed. Monitoring of additional equipment needed.</p> <p>Den building/forest schools' activities to be timetabled for all year groups.</p> | | £24452.00 | <p>All classes have been involved in at least 120 mins of NC PE each week. Progression of skills has shown in assessments. Pupil voice showed that children enjoy PE and could discuss their lessons in detail.</p> <p>Outdoor PE room for yoga, dance and indoor PE lessons. Also used for lunchtime dance clubs.</p> <p>Range of daily activities (including dance, multi skills, basketball, football, parachute games) run by Sports Crew, strong engagement across year</p> | <p>Sustainability and suggested next steps:</p> <p>Develop LTP to build on skills taught and teach skills rather than sport. Consider which sport to teach the skills at which age group to show progression more clear</p> <p>Minimum of 120 minutes of high quality PE to continue. PE coordinator to oversee teaching of PE through monitoring and observations.</p> <p>Sports Crew to continue to deliver wide range of lunchtime activities based on children's voice. Ensure range of active play equipment is on offer</p> |

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| | <p>Promote active travel through School Council as part of healthy lifestyles.</p> | | <p>groups. Active play boxes set up and refreshed throughout year to ensure wide range of equipment available.</p> <p>Children able to choose and develop their own games using resources available.</p> <p>Den building and forest school resources available and used during drier months. Good uptake.</p> <p>Bikeability for year 5 took place, walk to school week showed greater number of children walking each day.</p> | <p>every day. Ensure outdoor PE room is used daily for nurture/yoga as well as dance. Nurture resources to be audited to support fine motor skills.</p> <p>New OAA resources to be used in active play.</p> <p>Den building to be promoted more and resources should be readily available.</p> <p>Walk to school to be promoted more often and rewards given for children to walk in.</p> <p>Bikeability to continue.</p> <p>Daily skipping to be introduced. Booking in process for Dan the Skipping man to deliver a half day training for children and staff meeting for staff. Daily skipping to be available every morning from September.</p> <p>Playground markings to encourage active play games.</p> |
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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation: 8%</p> |
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| <p>Intent</p> | <p>Implementation</p> | <p>Impact</p> | |
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| 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>Membership of School games Organisation (IPSSA)</p> <p>Maintain physical education as an inherent part of the school ethos and encourage children to make healthy lifestyle choices.</p> <p>Set up lunchtime football club for girls to encourage participation.</p> <p>To use physical education to support the school vision for our children to be confident individuals, successful learners and responsible citizens.</p> | <p>All KS2 pupils to be offered the opportunity to participate in events run by IPSSA on a belong, develop, compete basis.</p> <p>Use of active heatmaps to identify areas where activity needs to be increased.</p> <p>Participate in virtual events and intra-competitions including girls' football.</p> <p>Training to be completed by PE lead to support girls' football.</p> <p>To ensure physical education/healthy lifestyles runs through all aspects of school life.</p> | <p>£3571.16</p> | <p>Continued membership of School Games ensuring access to multi skills training for years 5 and 6 and activity passports to monitor external active sessions.</p> <p>PE part of school assembly, linked to Olympic and School Games values. Options to decide which activity to be run each half term by Sports Crew.</p> <p>PE coordinator had Disney Shooting Stars training to engage girls further in September.</p> <p>Children used the multi skills training across the school to show confidence, responsibility and success in line with the school vision when delivering the sessions to others. Sports Crew showed confidence in running activities, overseeing PE equipment and preparing for sports day.</p> <p>Activity passports in place for years 1-4 to show activity outside of school.</p> | <p>Continued membership of School Games.</p> <p>PE coordinator to monitor activity in clubs outside of school, set up own activity passport programme to monitor levels of activity outside the school day. Build on from Commonwealth Games.</p> <p>Multi skills games in place to ensure consistent use in Autumn term. To be used for active playtimes run by years 5/6.</p> <p>To use active heatmaps to see if activity levels in class have increased.</p> <p>PE coordinator to support girls football club at lunchtimes, using sports crew to support and engage.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 13% |
| 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>Staff CPD</p> <p>Resources bought to support high quality teaching</p> <p>Monitor physical development in EYFS.</p> | <p>Use of sports coach to deliver CPD across a range of sports. Discuss staff needs for CPD.</p> <p>Ensure appropriate resources are available for all sports.</p> <p>PE lead to speak with early years staff to ensure ELG are met.</p> | £5715.85 | <p>PE coordinator attended various training sessions including active teaching and shooting stars.</p> <p>Outdoor classroom enabled full range of PE to take place including small group work to develop motor skills.</p> <p>Equipment purchased to support ELG</p> | <p>Provide further opportunities for staff to engage with CPD.</p> <p>Training for new OAA resource due 15/9/22</p> <p>Sports coach to lead active play at lunchtimes alongside support staff to then deliver at other times.</p> <p>New recording of progression of skills in EYFS to be set up to aid monitoring.</p> <p>Revisit audit of resources to ensure a full range of additional equipment available.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 1% |
| 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: |

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| <p>ITFC enrichment days/taster sessions to be used termly to cover broad range of sports</p> <p>Chance to Shine program to be utilised.</p> <p>Activity weeks/residential visits to continue.</p> | <p>Engage all children in a range of additional sports delivered by sports coach or external providers.</p> <p>Activity week for years 5/6 to take place. Year 4 sleepover to also take place.</p> | <p>£474.73</p> <p>+£2000.00 due to be paid for cross curricular orienteering</p> <p>Invoice due for skateboarding £300</p> | <p>Activity week encouraged participation in new sports such as sailing, skateboarding and scootering. NCFC supported with handball and multi skills.</p> <p>All children got to try skateboarding in school. Several children reported to going to the skate park since.</p> <p>Year 4 sleepover and activity event forged teamwork across partner school, also included trust and confidence games.</p> <p>New range of sports accessed during Jubilee day event, which linked activities to CWGs.</p> <p>Years 3/4 took part in multi skills festival held at local high school.</p> | <p>Invite local tennis club in to deliver some sessions alongside staff.</p> <p>Engage with the Chance to Shine program</p> <p>Develop nurture area in school to include focus on fine motor skills activities and active engagement</p> <p>Residential week booked for Oct/Nov to cover wide range of team building/adventurous activity</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 2.5% |
| 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>Membership of School games Organisation (IPSSA)</p> <p>All KS2 pupils to be offered the chance to take part in events run by IPSSA. All years to participate in virtual events. Events to be entered on Belong, Develop, Compete basis.</p> <p>Sports leaders to support training for events</p> <p>Local events to be organised with federation school</p> <p>School sports day to promote team cooperation and participation</p> | <p>All KS2 pupils to have the opportunity to participate in events run by IPSSA.</p> <p>All to participate in virtual events and intra competitions in accordance with Covid 19 guidance.</p> <p>Local competitive events to be held to engage participation of all children.</p> | £1075.00 | <p>Membership of School Games renewed.</p> <p>Children able to take part in a range of events under the belong, develop and compete basis to ensure all children could take part. Teams entered across the federation to enable all children to take part.</p> <p>Sports leaders led training for basketball and dodgeball events.</p> <p>Local events attended at nearby high schools, jointly with federation school in mixed teams. Jubilee day was a federation event that included some Commonwealth Games style activities. Activity week was jointly attended.</p> <p>Feedback was positive from sports day, year 6 and sports crew supported event and teams. Full</p> | <p>School Games membership renewed for next academic year.</p> <p>Engage with the full range of tournaments and events on belong, develop and compete basis to ensure as many children as possible take part</p> <p>Sports leaders, coach and PE coordinator to ensure all children are prepared for events.</p> <p>Set up events with Copdock and Stratford St Mary to have mini tournaments to embed taught skills at end of each unit of work.</p> <p>Maintain links with high school and engage in festivals.</p> <p>Continue with Sports Day with focus on School Games values</p> |

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| | | | timetable of activities was included. | of passion, self-belief, respect, teamwork, determination and honesty |
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| Signed off by | |
| Head Teacher: | Joanne Austin |
| Date: | 30-7-22 |
| Subject Leader: | <i>Wendy Windmill</i> |
| Date: | 22/7/22 |
| Governor: | Simon Hurst |
| Date: | 30-7-22 |