

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2,724.80
Total amount allocated for 2020/21	£16,480.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9,068.68
Total amount allocated for 2021/22	£16,380.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,448.68
Total amount allocated for 2022/23	£16,470.00

Swimming Data

Please report on your Swimming Data below.

<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 then 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.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	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/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: 2022/23		Total fund allocated: £16,470.00		Date Updated: July 2023		
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: 52.3%	
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: £8,614.16	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps:	
<ol style="list-style-type: none"> To raise levels of daily activity throughout all the curriculum subjects. To encourage children to be active at break and lunch times – lunch and break times are physically active and fun for all children To engage all children in extracurricular clubs (ASC) EYFS children develop gross motor skills Improve children’s health and wellbeing Continue to develop Forest School, offering children opportunities to develop life skills. Provide equal opportunities for all pupils. 		<ol style="list-style-type: none"> PE Providers (Super Star Sport Essex - SSE) provide children with a range of sporting activities every lunch time. Purchase equipment to support with the variety of sporting opportunities available to children. Investment in Forest School equipment for EYFS pupils Level 3 trained Forest School Lead to deliver sessions for all pupils Developing a mindfulness space in the Forest School area To expand current Forest School provision to offer additional opportunities for 		Level 3 trained Forest School Lead £4,346.00 SSE Lunchtime club £4,268.16	Children enjoy learning new sport and accessing appropriate resources. Children are active at break and lunchtimes. Children are using equipment and setting up their own games at break and lunchtimes. Forest School sessions are embedded across the school and equipment has been purchased to support the sustainability	Review resources and update where necessary

	children			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> For all pupils to engage with and enjoy a sporting activity of their choice. To provide opportunities for children to develop skills so they can play a variety of sports To provide the children with self-esteem, confidence and self-belief 	<ol style="list-style-type: none"> New and replacement equipment purchased for PE lessons, playtimes, lunchtimes and specific year group bubbles with designated break and lunch equipment. Purchase storage to ensure longevity. 	Enhanced Lunchtime Sports Provision from SSE £as above	Children enjoy learning new sport and accessing appropriate resources.	New storage will enable longevity of the equipment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39.6%
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:

<ol style="list-style-type: none"> 1. For all staff to grow in confidence to consistently plan, develop and teach excellent PE lessons across a range of sports and skills. 2. Children with SEN and poor motor skills feel supported within PE lessons 3. Children’s mental and emotional needs are better understood 4. Children have quality resources 5. Children are receiving sport and physical activity that is based on current practice and research 	<ol style="list-style-type: none"> 1. Coaching specialists from Super Star Sports PE work with teachers in each year group, planning and delivering engaging PE lessons and active lunchtime sports. 2. LWSAs feel equipped to support children with SEN and poor motor skills, they can implement these strategies in the classroom. 3. Increase physical activity 4. To continue to build upon resources to ensure provision is sustainable. 5. See point 1 	<p>Delivery of 2 x CPD sessions for teachers and LWSAs from SSE</p> <p>£6,532.00</p>	<p>PE lessons have been better planned this year and delivered to a good standard.</p> <p>Children enjoy PE and are beginning to make good progress in skills development.</p>	<p>School adults begin to lead PE sessions which match in delivery of professional led lessons.</p> <p>CPD developed further for all staff which is bespoke to individual needs</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 0%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ol style="list-style-type: none"> 1. To enable children to participate in different types of physical activity so increasing fitness and body strength. 2. Variety of lunchtime clubs offered throughout the week 	<ol style="list-style-type: none"> 1. Sports clubs at lunchtime 	<p>£0 – ALL accounted for above</p>	<p>Children are participating in lunchtime clubs.</p> <p>Behaviour incidents are low.</p>	<p>Develop skills in pupils so that they can lead play leader groups at lunchtime.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
<ol style="list-style-type: none"> Increase participation, range and diversity of events and sports competition Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. 	<ol style="list-style-type: none"> Engage with Trust and partnership sporting events. Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. 	£1,324.00	Pupils are able to participate in Trust competitions.	The Trust will be supporting with the financial element of travel next academic year.

Signed off by	
Head Teacher:	Theresa Walker
Date:	03.10.2022
Subject Leader:	Theresa Walker
Date:	03.10.2022
Governor:	Robin Taverner
Date:	03.10.2022