

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £18,480 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £18,735 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £18,735 |

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 2020.</p> <p>Please see note above</p> | 51.25% |
| <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> | 73.2% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 78% |
| <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> | 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: £18,735 | | Date Updated: 14.09.22 | |
|---|---|-------------------------------|--------------------|---|--|
| <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> | | | | | Percentage of total allocation: % |
| 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>Ensure continued effort to offer more scheduled Physical activity across the school through Marathon Kids, Street Tag etc.</p> <p>Further remove barriers to participation both within lessons and additional activity time.</p> | <p>PE lead to show teachers, especially new teachers, how to use and track data using Marathon Kids and to monitor regular use.</p> <p>Promote Marathon Kids and Street Tag by awarding pupils with Certificates/rewards for reaching various milestones.</p> <p>Purchase spare PE kit for each class/phase so that pupils that forget kit or do not have kit regularly, can physically participate more frequently.</p> <p>Subscribe to an assessment tool that better monitors participation and progress for PE lessons as well as additional physical activity.</p> | | £2,000 | <p>School were awarded 3rd (Autumn), 2nd (spring) and 1st (summer) most active school in Tendring throughout the academic year. This was recognised by a visit from the Chair of Tendring council and an article placed in the Gazette.</p> <p>By summer term 147 children (approx 50%) had participated in an after-school club at school.</p> <p>40 children recorded over 10km on Marathon Kids.</p> <p>12 children recorded over 22km on Marathon Kids.</p> <p>Spare PE kits reduced non participation in PE lessons by over 50%</p> | <p>Continue to promote active lifestyles through tools such as Marathon Kids, Travel Tracker and Street Tag.</p> <p>Ensure Marathon kids is more regularly participated in, across the whole school.</p> <p>Lunchtime to have pupils and staff lead activities. PE lead to liaise with lunch staff to coordinate this.</p> <p>Ensure spare PE kit continues to be available to reduce non participation.</p> |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: % |
|--|---|--------------------|--|---|
| 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>Develop a PE and Sport 'Brand' for the school with new attire for staff and Sports teams including kits.</p> <p>Raise the profile of Sport Leaders to make them a more valued member of the school.</p> <p>Target children in upper and lower 20% attainment groups as part of whole school improvement strategy.</p> | <p>Purchase staff uniform for PE lead and teachers when involved in school sport.</p> <p>Purchase new Sports kits for both winter and summer sports as well as jackets for pupils to wear when representing the school.</p> <p>Invite lowest and highest attainers to inclusive and progressive events locally to support their progress in PE and beyond.</p> <p>Display successes in sport in communal areas of the school (Outside notice board/ school hall/ Front Office).</p> | £3,000 | <p>Gifted and Talented groups were identified in Year 5 and 6 and supported children in joining, and representing school teams including basketball, cricket, dodgeball and rounders.</p> <p>New kit was purchased but did not have required impact.</p> <p>Display board, despite being utilised, is not having a positive impact due to positioning and condition.</p> | <p>Begin Gifted and Talented sessions for pupils in other areas of the school (years 3/4 /2/1) throughout the year.</p> <p>Further kit purchases to have sponsorships and high profile launches to increase impact.</p> <p>Purchase a newer notice board, or an additional one to place in a more easily accessible area to further promote PE and Sport to Parents and Visitors.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--------------------|--|--|
| | | | | % |
| 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>Improve staff confidence in teaching PE by 10%.</p> <p>Devise CPD plan for individual teachers over 2 years.</p> <p>Delegate roles within PE to staff to support staff confidence/knowledge whilst deepening curriculum opportunities for pupils.</p> <p>Ensure assessment and tracking is accessible to/useable for all staff to support assessment.</p> | <p>Continue team teach model to support teachers. Increase teaching time and drop ins/observations.</p> <p>PE lead to meet with each teacher to discuss CPD using the above models and alternatives e.g, courses/ further training</p> <p>Teachers and Support Staff to have lead areas within PE such as Girls Football, Rounders, Sports Leaders etc.</p> <p>Purchase assessment tool that is easy to use for all staff – and all confidence levels - with capacity for multiple users.</p> | £6,000 | <p>Teacher confidence is generally high. No way to measure confidence accurately; anecdotal evidence via conversations and staff perception questionnaires show good confidence levels across the board.</p> <p>Over 30% of full-time teachers lead sports clubs after school not including sports teacher. This raised the opportunities for children as well as proves confidence levels to teach PE</p> <p>Assessment tools trialled had positive feedback so will be purchased for new academic year.</p> <p>PE lead took part in online course for Tennis to improve knowledge, confidence and resources available.</p> | <p>Continue to support teachers with appropriate CPD both via Sports lead and relevant courses.</p> <p>Purchase Complete PE subscription for academic year for use by all teachers to support CPD opportunities, workload around planning and accurate assessment of pupils.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|--|---|--------------------|--|---|
| 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>Continue to use rolling plan for PE curriculum linking it to classroom learning in order to dive deeper into purpose and intent of learning.</p> <p>Ensure swimming provision is secure long term.</p> <p>Have at least one experience day, per term, to add to current curriculum plan.</p> <p>Create better links to community clubs to offer better pathway for children to further experience PE and Sport outside of school.</p> | <p>Discuss classroom learning with teachers and meet half termly to see what cross curricular links can be made in PE.</p> <p>Confirm long term booking with swimming pool provider to ensure places are available every year.</p> <p>Book hook days for FF&H week, Comic Relief and National Sports week to add value to these events and also the curriculum.</p> <p>Email local clubs to discuss opportunities to promote within school.</p> | <p>£3,000</p> | <p>Multiple whole school events were arranged for the academic year meaning that all children were involved in; Glow in the dark dodgeball, quidditch, Danceathon.</p> <p>Link to local basketball club is strong with after school club attendees being invited to inter school competitions and two of those pupils invited to join their academy programme.</p> | <p>Costs for travel to Leisure Centre for swimming are very high due to distance. This means only Year 4 pupils have access to swimming provision; Smaller groups to a local pool would be more beneficial and perhaps cheaper.</p> <p>Create more links to community clubs to offer better pathway for children to further experience PE and Sport outside of school.</p> <p>Look into more opportunities to invite visitors in from a variety of sporting backgrounds to enhance child aspirations across the board.</p> <p>Purchase equipment to support integration of newly accessed sports into curriculum permanently.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | % |
| 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>Further develop regular intra-school competition – especially in KS1 and lower KS2.</p> <p>Continue to re-establish inter-school sport.</p> <p>Support Teaching Staff in taking responsibility of various school sport opportunities/competitions to maximise participation in events.</p> | <p>Hold at least 3 intra-school events in school for years 1,2,3 &4.</p> <p>Re-introduce at least five sports teams this year.</p> <p>At least one LSA and one class teacher to take responsibility of implementing both inter and intra-school competition alongside PE and Sport lead.</p> <p>Continue to cover travel costs to sports events where possible to minimise barriers to attendance.</p> <p>Continue to subscribe to local sports association and Cannons Basketball league for access to competition opportunities.</p> | £3,000 | <p>Gifted and Talented groups were identified in Year 5 and 6 and supported children in joining, and representing school teams including basketball, cricket, dodgeball and rounders.</p> <p>Dodgeball and Marathon Kids competitions were implemented for all pupils in school over multiple days.</p> <p>Travel costs being covered means that all pupils can attend events far more easily without barriers.</p> | <p>Begin Gifted and Talented sessions for pupils in other areas of the school (years 3/4 /2/1) throughout the year.</p> <p>Better use of sports leaders is necessary to maximise potential of lunch time competitions.</p> <p>Ensure that rising costs of transport does not impact children’s access to competitive sports.</p> |

| | |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | <i>F Carvalho</i> |

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| Date: | 15.11.21 |
| Governor: | |
| Date: | |