

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 allocated for 2020/21	£20823
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0 (20-21 spend -£2625)
Total amount allocated for 2021/22	£ 16720
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16720 (spent £21778)

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 2022.</p> <p>Please see note above</p>	75% (1EAL child only swam 5 sessions)
<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>	83% (1EAL child only swam 5 sessions)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83% (1EAL child only swam 5 sessions)
<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>	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:		
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: 30%	
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?	Sustainability and suggested next steps:
<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.</p> <p>Monitoring of additional equipment needed.</p> <p>Den building/forest schools' activities to be timetabled for all year groups.</p>	£9461.09	<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>Young leaders have run daily active school sessions, including dance, multi skills, football, basketball and parachute games to include all age groups. Wide range of active play resources available at all times. Sessions highly attended, monitoring showed regular active play at approximately 90%. Children</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 clearly.</p> <p>Consider which children are still not as active and develop ways to promote more active play. Continue with young leaders' daily activities. Develop nurture area to allow for yoga/meditation and fine motor skill games. Monitor range of active play equipment to encourage as many children as possible to make choices. PE</p>

	<p>Promote active travel through School Council as part of healthy lifestyles.</p>		<p>have free choice of wide range of breaktime resources and activities.</p> <p>Children are able to choose and develop their own games using range of resources.</p> <p>Den building and forest school activities up and running from, Autumn term.</p> <p>Walk to school week showed 95% of children walked at least part of the way during the week. This was an increase of a normal week.</p> <p>Bikeability postponed due to heat wave.</p> <p>Purchase of fixed goals and playground games markings enabled more active play games made up and engaged in. Many more children playing basketball, football everyday.</p>	<p>lead to run girls football sessions at lunchtimes.</p> <p>Promote and continue den building and use of copse area for playtime games. New OAA resources to be used in active play alongside taught PE lessons. Research games to play and support children in creatively designing own games.</p> <p>Continue to promote walking to school with use of walking bus. Children who live further away to be encouraged to park at bottom of hill and walk from there.</p> <p>Bikeability to be booked in for Autumn term.</p> <p>Daily skipping to be introduced. Booking in process for September with Dan the Skipping man to deliver a half day training with children and staff meeting with staff. Early morning skipping to be in place.</p>
<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: 20%</p>				
<p>Intent</p>	<p>Implementation</p>	<p>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:	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>£6250.86</p>	<p>Contact with School games in place.</p> <p>Assemblies/PSHE lessons planned to discuss healthy lifestyle choices. Healthy snack shop set up to sell healthy snacks. PE part of school assembly, linked to Olympic and School Games values. Lunchtime girls football run by young leaders and was well attended. Training attended by PE lead to run from September.</p> <p>Multi skills programme bought into from School games to develop skills. All children in school took part. Year 5/6 worked with coach to plan, run and deliver sessions building their confidence in leading sessions, taking responsibility for ensuring everyone was taking part and encouraging active participation.</p> <p>Activity passport scheme in place from School Games for children to log activity outside of school, earning active rewards at local leisure centres.</p>	<p>Continue to use School 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>Girls football to be in place with PE lead from September to encourage more girls to take part. Use legacy of Euro22 to support.</p> <p>To use active heatmaps to see if activity levels in class have increased.</p> <p>To have a wider range of children as young leaders to continue to support our school visions for confident, successful and responsible learners.</p>

			Young leaders successfully supported sports day, activity week, Jubilee day CWGs activities. Years 5/6 led sports day events for younger children.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	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:
Staff CPD Resources bought to support high quality teaching Monitor physical development in EYFS.	Use of sports coach to deliver CPD across a range of sports. Discuss staff needs for CPD. Ensure appropriate resources are available for all sports. PE lead to speak with early years staff to ensure ELG are met.	£4012.15	CPD attended by PE lead in tennis and football. Time given for staff to observe others to develop own skills. Teachers had access to coach to work alongside to develop skills. Resources bought to support range of sports. Imoves renewed to support teaching and learning. PE lead met with EYFS lead to discuss provision and monitoring of development. Resources purchased to support physical development in EYFS.	More staff to attend CPD across a range of sports and to understand progression of skills. OAA trail ordered and staff training 15/9/22 to complete for Autumn term installation. Imoves to continue to support teaching and learning. New recording of progression of skills in EYFS to be set up to aid monitoring. Bikes and scooters needed to support further development.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	10%

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>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>£409.16</p> <p>+£2300 to be paid for cross curricular orienteering</p> <p>Invoice due for skateboarding £300</p>	<p>NCFC attended to teach handball across all year groups, to now be used as lunchtime game.</p> <p>Activity week for years 5/6 included walking to partner school (5 miles), sailing, skateboarding and planning own Commonwealth game. Engagement for different range of sports.</p> <p>All children got to try skateboarding in school. Several reported to have used Ipswich Skate park since.</p> <p>Year 4 sleepover and activity event forged teamwork across partner school, also included trust and confidence games.</p> <p>Years 3/4 attended high school for rugby festival.</p>	<p>Use Copdock Tennis Club to support teaching and learning, enabling children access to courts locally. Contact Chance to Shine as not accepted for programme this year.</p> <p>Residential booked for Nov 22</p> <p>Cross curricular orienteering booked for KS1 and KS2, training due in Sept.</p> <p>Nurture area to be developed to allow for small games and mental health awareness – fine motor skills activities and mindfulness, yoga and meditation – current underspend to be used towards cost.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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>	<p>£1616.64</p>	<p>School Games continued to support local sports events.</p> <p>Children took part in basketball, dodgeball, cross country, football, cricket and Quad kids athletics events aimed at KS2.</p> <p>Years 1-4 took part in multi skills and activity passports to monitor activity levels.</p> <p>Young leaders supported practice for tournaments alongside PE lead.</p> <p>Full sports day took place this year developing team-work, participation and cooperation.</p> <p>Jubilee day had an afternoon of Commonwealth Games type activities for all to engage in trying out a different range of games.</p>	<p>Continue with School Games membership.</p> <p>Arrange KS1 events with 2 other local primary schools.</p> <p>Links made with local primary school and federation school to host competitions at end of units of work to put skills into practice and prepare for future tournaments.</p> <p>Ensure young leaders continue to support practice for tournaments.</p> <p>Continue with Sports Day with focus on School Games values of passion, self-belief, respect, teamwork, determination and honesty</p>

Signed off by	
Head Teacher:	Joanne Austin
Date:	30-7-22
Subject Leader:	Wendy Windmill
Date:	22/7/22
Governor:	Simon Hurst
Date:	30-7-22