

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.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22	£0
Total amount allocated for 2021/22	£16890
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16890
Total amount allocated for 2022/23	£16890
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16890

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>	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?

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: £16980		Date Updated: April 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:
					%
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:
To ensure every child gets at least 2.5 hours of high quality PE and sporting activity every week	Sports coaching for all pupils (1 hour a week each class) Tennis lessons for all pupils (1/2 hour a week) Class teacher PE lesson (45 mins a week) PE training for all staff as required Other sports training CPD as appears – eg Dance, netball, basketball Active lunchtimes – resources to encourage multisport play and training for play leaders Before and after school sports clubs available for all pupils (football, netball, karate, tennis, dance) Early morning activity (15 mins)		£7402.50 £6580 £500	All pupils take part in PE lessons totalling 2.25 hours a week. Stamina of pupils has increased. Club take up has increased hugely (134 club attendees over the week in a school of 103 pupils) Pupils have experience of a wide range of sports within their PE lessons. Progression of skills has been closely looked at for all pupils, ensuring prior learning is built upon, meaning skill acquisition is increased. On top of 2.25 hours a week PE, all pupils have at least ½ hour a day active lunchtimes and a 15 minute early morning activity – 3 hours a week or regular physical activity. Pupil concentration improves	Children love the PE and sports lessons delivered by coaches, to continue. Staff work alongside the coaches to learn skills, coaches and staff work together to deliver sessions. Gymnastic training attended, teachers to continue delivering gymnastics sessions each spring term. Confidence in Gym delivery is up

			<p>following PE and active times during the day.</p> <p>All pupils are highly motivated in PE, no matter their fitness or skill level.</p> <p>Every child at school loves tennis, loves playing tennis and looks forward to the physical activity of their lesson every Friday. Friday is referred to as Fun Friday because of it and it is the carrot to get many children into school. Every child, including those with physical disabilities takes part in tennis lessons successfully.</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:
Children are aware of the importance of physical activity to stay healthy. Pupils are motivated and engaged in PE and sporting activity at school. A range of sporting experiences are available to pupils through PE lessons and clubs and competitions/activities through our school sports partnership.	Member of the NWESSP School Sports Partnership PE display board up at school Pupil engagement in a range of sports in PE lessons Joining of Braintree local small school leagues Clubs before and after school	£750 £40	Pupils have access to a range of sporting events through the SSP. Pupils have opportunities to compete against other similar schools, this raises the profile of sport and activity across the school. Sportsmanship is promoted and praised, recognising effort and working as a team. This impacts on class behaviours and school life, with pupils working well together.	SSP membership to continue to allow access to sports activities and events for all pupils. (SLA cost reducing) Continue membership of the BDSPA (Braintree sports schools partnership) for local small school leagues and events

			Pupils have had the opportunity to experience sports they wouldn't normally through the SSP (eg Boccia)	
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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:
Staff are confident in teaching Gymnastics to all pupils, ensuring a progression in skills through the year groups. Staff have new ideas for PE activities, supported by our PE coaches. Staff are confident in assessing pupils PE skills and progress	CPD sports opportunities as staff feel needed Other PE sports training as staff see fit (Boccia for example, netball, basketball, dance) PE lessons observed/taken part with coaches PE skills progression document produced, assessment carried out in partnership with PE coaches	£ costed above	Teachers confident in teaching Gymnastics, pupils are all receiving a gymnastic topic each year in their PE curriculum. Pupils are highly motivated in gymnastics. A strong partnership between coach and teachers. Skills progression document ensures prior learning is built on and accurate assessment for PE. Staff have found this very useful in assessing PE progress.	Gymnastics to remain taught by staff as part of PE curriculum. PE skills progression and assessment documentation to be reviewed at end of year, and edited as needed. Coaches also use them to help in assessing PE for pupils. Effective document.

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	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:

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:
Provide opportunity for pupils in all year groups to represent the school in sporting events. Increase sportsmanship and pupil resilience	<p>SSP membership, attending events held during the school year in a range of sports for every age group</p> <p>BDSSPA membership allowing local leagues and festivals to be participated in, promoting healthy competition and activity.</p> <p>Sports day every year allowing all to take part in intra school competition</p> <p>In school tennis tournaments providing all with competitive opportunities</p> <p>Local schools tennis tournament providing an opportunity for a small school to excel where we don't often</p>	£ costed above	<p>Pupils attend a wide range of events throughout the year that we wouldn't usually be able to access.</p> <p>Sportsmanship and encouragement and team spirit are encouraged at every event we attend. Our pupils are excellent at cheering each other on and motivating each other during events both in and out of school.</p> <p>Sports day is a much looked forward to event, providing opportunities for all to succeed including those with disabilities. It allows healthy individual and team competition, and is valued by all.</p> <p>As a small school, we very rarely win at any event due to our numbers. However, we do win at tennis due to the investment into our pupils with their lessons. Any child could be picked from any class and would compete very competitively against the biggest school and the pupils feel so confident when doing so, it helps self esteem hugely.</p>	<p>Memberships to continue, SSP looking to reduce their cost.</p> <p>Sportsmanship continues to be praised and valued. Ongoing, with no cost.</p> <p>To continue, with the addition of field events to allow further competition for all, not just based around running.</p> <p>Tennis costed into budget, to continue. Tennis ambassadors in our play leaders, continuing to provide tennis opportunities for pupils at lunchtimes outside of lessons.</p>