

# 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](http://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	£6527.00
Total amount allocated for 2020/21	£17860.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9562.94
Total amount allocated for 2021/22	£1780.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£11,342.94

## 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><b>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</b></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><b>N.B.</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>	96%
<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>	96%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	96%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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:	Date Updated:		
<b>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</b>				Percentage of total allocation: 31%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>To provide opportunities for less active pupils to take part in regular physical activity To foster healthy, active mindsets towards sport and activity. To increase confidence and resilience within PE and sport.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Introduction of the Daily Mile Review of resources To embed the Children’s Health Project To work with Chelmsford School Sports Partnership <i>During lockdown, daily virtual sports challenges were timetabled into the day as well as a ‘Wellbeing’ day.</i></p>	<p>£849.00 (Children’s Health Subscription) £720.00 (Annual membership to the GBHS) £4,075.76 (Resources/Repairs)  Subscription to CSSP</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children will experience a range of different sporting activities during the day. Increase in physical activity levels. Observations of less active pupils engaging in the organised games. <i>Due to Covid Restrictions, separate playtimes, absences and lockdown, playground leaders were unable to be trained to facilitate games across the school.</i></p>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Membership of CSSP will be renewed each year from the school budget if PE and Sport funding is discontinued.</li> <li>Membership of ‘Get Set for PE’ to support staff with meeting national expectations in PE will be purchased.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 33%
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:
<ul style="list-style-type: none"> <li>Increased sporting opportunities within the school - thus children get more of a chance to experience a range of sport and activities.</li> <li>Further increase teachers and children's knowledge or physical activity and physical education.</li> </ul>	<ul style="list-style-type: none"> <li>Increased sporting opportunities through after school clubs provided by teachers and from outside providers. (Rugby Tots, Netball)</li> <li>Lunchtime practises for competitions.</li> <li>Teachers teaching lessons specific to a specific sport – along with benefits of physical education.</li> <li>More parents involvement – parents taking after school clubs. Plus parents attending (for support) and helping with transport to and from sporting competitions.</li> <li>Inter-school competitions for a variety of sport.</li> </ul>	£6001.00 (Sports Coaching)	<ul style="list-style-type: none"> <li>More children (of all ages) are experiencing a wider range of sports.</li> <li>Children are practising and advancing their skills in sports they are playing in.</li> <li>They are gaining an understanding of what competition means - building a sports ethos and about the pressure and behaviours of competitive sports.</li> <li>Increased physical activity and sport leads children's increased confidence in sports, along with increased confidence in themselves – ability to achieve better results and improved self-standards for which they can achieve. Aiming to achieve better – this then follows onto academic achievements.</li> <li>Teachers feeling more confident to teach lessons. Increased parental involvement within the school. More parents being more physically active with their children at home, along with giving children more</li> </ul>	<ul style="list-style-type: none"> <li>Teachers more knowledgeable - ensuring they feel confident and have the resources they need.</li> <li>School and parents and working together to increase physical activity and health/well-being of the children.</li> <li>Whole school Sports Week</li> <li>Membership of 'Get Set for PE' to support staff with meeting national expectations in PE.</li> </ul>

			opportunities for physical activity and playing in sports outside of school.	
			<ul style="list-style-type: none"> <li>• Outside coaching providing quality teaching</li> </ul>	

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
7%

Intent	Implementation	Impact	Sustainability and suggested next steps:
<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> <ul style="list-style-type: none"> <li>• To improve staff confidence in teaching PE across the curriculum through support in key areas of a Sport's coach.</li> <li>• To introduce and facilitate a wider range of PE activities across all year groups.</li> <li>• New sporting opportunity with specialist coaching</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Improve the quality of teaching by supporting staff confidence and competence (including MDAs) by: <ul style="list-style-type: none"> <li>• Team teaching.</li> <li>• Modelling.</li> <li>• Mentoring.</li> <li>• Staff CDP</li> </ul> </li> <li>• Develop pupil leadership skills.</li> <li>• To model a sense of pride at representing the school community - staff PE t-shirts and track tops.</li> </ul>	<p>Funding allocated:</p> <p>£ 1,000 £248.00</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>• Staff CPD will increase confidence in teaching sports.</li> <li>• Pupil's enthusiasm for sport increases.</li> <li>• Play Leaders confidence and self-esteem is increased.</li> <li>• Targeted children – improved attitude towards fitness, health and activity.</li> </ul>
<p>Course: safeguarding/health&amp;safety/EVC Medals/awards/trophies</p>			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• Coaches will continue to attend school and model professionally led CPD for the teachers.</li> <li>• Children will continue to be exposed to a number of different sports, growing in confidence and honing their skills.</li> <li>• Subscribe to 'Get Set PE' – 3 year subscription resource for teaching PE.</li> </ul>

Universal services PE equipment check Play Leaders/Sports Prefects (badges/rewards) Sports Day (equipment rental)				
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 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:
<ul style="list-style-type: none"> <li>To further develop the range of activities offered to provide pupils with a wide range of experiences.</li> <li>To increase the participation levels of pupils in extra-curricular sporting activity every week.</li> <li>Pupils are exposed to specialist sports coaches to enhance their skillset and sporting opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Audit to be carried out on PE and playground equipment. New equipment to be purchased</li> <li>Provide a range of before school, lunchtime and after school clubs to engage pupils in physical activity.</li> <li>Utilise sports coaches to support school sport activity.</li> </ul>	£1,000	<ul style="list-style-type: none"> <li>Increased participation and sporting ability throughout the school – starting at younger ages.</li> <li>Decreased sedentary behaviours throughout the school, particularly at lunchtime – decreasing obesity levels within the school and borough.</li> <li>More children are learning and experiencing what sportsmanship and etiquette is.</li> <li>Increased love and enjoyment of sport – more children want to play and experience sport and physical activity.</li> <li>Improving self-esteem and confidence.</li> <li>Children experiencing a range of activities and sport – help improve coordination.</li> </ul>	<ul style="list-style-type: none"> <li>Equipment stored safely and monitored regularly for longevity. Continue to purchase new equipment to further develop our extra-curricular offer aiming to encourage higher participation rates.</li> <li>Establish new clubs and target a higher percentage of KS2 pupils to participate in extra-curricular sporting activity every week.</li> <li>Getting more students involved to help with inter-school competitions – working with the PE lead</li> <li>Extend Trim Trail</li> </ul>

			<ul style="list-style-type: none"><li>• Children are interacting more with other children – who they might not normally play with.</li></ul>	
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Key indicator 5: Increased participation in competitive sport				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Ensuring a variety of competitions are offered to children of all ages and genders.</li> <li>Ensuring children feel confident to take part and trial or play in the sport offered.</li> </ul>	<ul style="list-style-type: none"> <li>Making the most of the competitions offered and entering the ones we can.</li> <li>Practise games against other school before the competition date.</li> <li>Teachers teaching lessons specific to a specific sport – along with benefits of physical education. Along with lessons involving coordination, ball and bat skills. Getting more teachers involved with competitive sport.</li> <li>Have more inter-school competitions.</li> </ul> <p>Due to the restrictions of Covid, we were unable to participate in many off-site competitions. We have, however, engaged with virtual intra-competitions, supported by The CSSP/Essex Active. Professional coaches have also continued to attend school throughout lockdown.</p> <p>We also held a whole school Sports Week with a variety of intra-competitions.</p>	£ - subscription to CSSP	<ul style="list-style-type: none"> <li>More children having a chance to experience competitive sport. They will be able to say that they have competed in.</li> <li>More practise at the sports we are playing in leads to better results during competitions.</li> <li>With better results children will feel more confident to play and have a go at the sport – more children experiencing this.</li> <li>They will want to continue playing the sport and grow their love and enjoyment for it.</li> <li>Learn the discipline that you need to practise to get better at something – need to put the work in if you want to see the results.</li> <li>Increase enjoyment for sport.</li> <li>Increased self-esteem within children playing the sports.</li> <li>Learn the importance of teamwork and what fair play is.</li> </ul>	<ul style="list-style-type: none"> <li>Continual opportunity for children to enter in competitive sport.</li> <li>PE lead making sure we are entering all competition we are able to.</li> <li>Support from all teachers.</li> <li>Support from parents – not only to coach, but for transport to and from competitions.</li> <li>Enter in more competitions.</li> <li>Communication with other schools in CMAT and close by for more friendly competitive games.</li> <li>Continue to engage with virtual events.</li> <li>Timetable whole school sports week.</li> </ul>

Signed off by	
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Date:	July 2021
Subject Leader:	<i>Kate Brierley</i>
Date:	July 2021