

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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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	£18,000
Total amount allocated for 2020/21	£18,650
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,000

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%

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 because of Covid and pool closure

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: 1st September 2021	
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: 34%
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?:	
All children have access to high quality teaching of sport, access to a wide range of sports, have access to extra sports club at lunch time and after school (and ability to pay is not a barrier to participation).	To develop the teaching team, widen access to sport and increase participation through working with the Forest Heath Sports Partnership Teachers and other adults engaged in leading sports activities are provided with CPD, shadowing and co teaching opportunities. This will widen the whole school teaching team's physical activity teaching skills and raise teacher confidence. The breadth and choice of physical activities are widened to increase uptake in physical activity.		£3,500		
All children to engage in 30 minutes or more of physical activity each day that includes the daily mile.	To maintain the daily mile. To provide high quality outdoor sporting equipment for each phase to use during outdoor play to encourage active play. To relocate some fixed play equipment within the site to increase uptake in use and to promote physical activity. All children to engage in 30 minutes or		£3,000		

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	more of physical activity each day			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18%
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:
The school shares a clear vision for the roles of PESSPA <ul style="list-style-type: none"> • The role of the Sports Subject Leader includes developing other staff • The role of the classroom teacher includes making other subjects active • The role of coaches working alongside the teaching staff promote the importance of PESSA • Parents share positive attitudes to PESSPA and recognise why the school holds PESSA in high regard • The Chairs of Governors monitor delivery Primary PE and Sports Grant delivery as part of their commitment to PESSPA 	To provide staff with coaching in PE skills using the Forest Heath Sports Partnership. The coaches teach the importance of PESSA. To develop teachers and other adults skills in teaching core subjects using some active skills. To host some parent workshops with the Forest Heath Sports Partnership to promote the importance of PESSA. To report the progress and impact of The Primary PE and Sports Grant to Governors termly. To promote positive behaviour and mental wellbeing through PESSA activities. To coach midday supervisors in PE skills to promote active play. To promote PESSA during periods of home learning.	£1,750		

<ul style="list-style-type: none"> • PESSPA impacts on wider achievements of pupils, including positive behavioural issues, pupil activity and mental wellbeing and confidence. 	<p>To provide extracurricular activities to all children that demonstrate school's commitment to PESSA.</p>			
<p>Physical Education, School Sport and Physical Activity (PESSPA) make a contribution to whole school improvement. We will maintain Healthy School Status and deliver our Healthy Schools action plan</p>	<p>To further promote</p> <ul style="list-style-type: none"> • Healthy eating in school • Increase physical activity • Improve children's social, emotional and mental health, • Our teaching of PSHCE <p>This will include involving families in supporting the development of the four Healthy Schools themes.</p> <p>To continue to develop the school site to increase opportunities for physical activity and encourage all children to be active.</p> <p>To continue to work with One Life Suffolk and other educators to raise awareness amongst children and their families of the life-long benefits of physical activity and mental wellbeing.</p> <p>To provide opportunities for increased parent involvement in developing healthy food choices in school using the food panel.</p> <p>To develop the skills of the catering team in serving healthy food choices.</p> <p>To use of school council as part of our Pupil Voice to assess progress and respond to learners' views,</p>	<p>£1,700</p>		

	<p>further revise our curriculum to capitalise upon potential health teaching and encourage positive behaviour change.</p> <p>To train a Mental Health Leader in addition to our training of 5 mental health first aiders and 3 drawing and talking leaders</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 32%
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 provide training to teachers in teaching of dance, gymnastics, cricket, basketball and tennis.	To use a sports coach to promote active lunchtimes working alongside MDSAs. To extend access to good quality coaching for teachers, teaching staff and MDSAs through working with the Forest Heath Sports Partnership.	£2,000		
To develop the skills of teachers and other adults in teaching and practising safe self-rescue techniques on dry land which you can then transfer to the pool. Due to exceptional circumstances priority is given given to ensuring that	To include teaching of self-rescue techniques on dry land as part of the PSHCE curriculum. To use a specialist coach working alongside teaching staff to develop school's knowledge, skills and competency in teaching self-	£4,000		

pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study. To timetable self-rescue techniques as part of the PSHCE curriculum.	rescue.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 9%
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:
Additional achievements: To provide a programme of taster sessions in sports that encourage increased physical activity and mental wellbeing.	To introduce children to yoga, archery, basketball, ball skills, balance activities that encourage use of school playground equipment and a wider range of sports to encourage movement and wellbeing.	£1,150		
To use the Primary PE and sport premium to provide additional provision for swimming for year 6 pupils as an activity over and above the national curriculum requirements because of the poor swimming and self- survive skills in the cohort as a consequence of extended periods of Covid lockdowns.	To increase the percentage of the current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres to 90% To increase the percentage of current Year 6 cohort perform safe self-rescue in different water-based situations to 75%	£650		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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 compete competitively with other schools remotely and at sporting venues through the collaborative Forest Heath Sports Partnership and OLOW Trust.	Take part in competitive sports opportunities including transporting children to competitions.	£1250		

690 swimming

Signed off by	
Head of School:	Sue Blakeley
Date:	1 st September 2021
Subject Leader:	Tanara Smith
Date:	1 st September 2021
Joint Chairs of Governors Governor:	Kathleen Das and Charles Dore
Date:	