

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	Please complete for your school across both years – remember no carry forward beyond July 2022
Total amount allocated for 2020/21	£18911
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18774
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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>Complete to the best of your ability – list here how you have gathered the information (survey , lessons , parents etc)</p> <p>Assessed by swimming coach.</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>	<p>71.7%</p> <p>38 out of 53 children.</p>
<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>	<p>All three strokes</p> <p>71.7%</p> <p>38 out of 53 children.</p>

	<p>Two strokes 86.8% 46 out of 53 children.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>67.9% 36 out of 53 children</p>
<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>	<p>Yes – As part of Castle Point and Rochford SSP we collectively contribute to a targeted Top Up Swimming holiday programme to support students to reach 25m. This is coordinated centrally by the SSP team.</p>

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

Academic Year: 2021/2022	Total fund allocated: £18,774	Date Updated: 31st July 2022		
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: 54.25%
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>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached) To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p> <p>To build regular physical activity into the school day for all students.</p> <p>To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are</p>	<ol style="list-style-type: none"> 1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. (Adapted delivery due to Covid. SSP provided a video recording of the Healthy Lifestyle assembly with a home learning or in-school task sheet to complete) 2. Deliver to a target group of children in Year 3 the SSP Fit4Action health intervention 6 week programme.(Autumn and Summer term) 3. Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>EYFS Trim Trail (£7845.97)</p> <p>KS1 Trm Trail deposit (£1950.29)</p>	<ol style="list-style-type: none"> 1. Date of Assembly and attendance. Follow up Q and A by class teachers on content. Production of follow up tasks and displays. 2. Dates of sessions and profile of students selected. Tracking of students future attendance of activities. 3. Register and profile of selected students. Comparative data of baseline activity and track progress. 4. Seeing a noticeable decrease of behavioural issues at lunchtime. 5. Helped with transition for 	<ol style="list-style-type: none"> 1. Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP. 2. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum. 3. Use the Personal Challenges to chart activity between festivals. If successful widen the project to a greater number of children. 4. Look into how we can monitor behaviour at lunch time for the next academic year. .

<p>competent and confident in implementing daily activity strategies.</p> <p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>Increase participation in school clubs outside of school day especially for disadvantaged children.</p>	<p>active. (3 x Multi skills virtual festival resources were created and made available to all schools, these included video instructions to allow children to complete the festival at home or in school)</p> <p>4. Train PALS for KS2 playground. PALS launched in the Spring term after the training. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.</p> <p>5. Disadvantaged children have been invited to join our Ready4Action which SSP has provided.</p> <p>6. Attendance of SSP Annual Conference May 2022 and training from Teach Active on approaches to make the school day more active.</p> <p>7. EYFS/KS1 members of staff voiced that they needed a trim trail on the school grounds to help children physically and mentally.</p>		<p>our EYFS children, but also some of our more anxious Year 3/4 children.</p> <p>6. Talks with Maths and English lead to trial Teach Active and see where this will fit within the school.</p> <p>7. Positive impact of having a gym trail for EYFS children: Develops gross motor skills / fundamental movement skills.</p> <p>These skills are considered to be the building blocks for movement and are key to a child's development. Each piece of equipment supports their development in a given skill e.g. jumping, climbing or traversing. Builds self esteem and confidence.</p> <p>Trim tails are designed to challenge and push children and build self esteem as they succeed / gain confidence.</p> <p>Designed to improve spatial awareness and coordination Helps them become more aware of their bodies, body parts and the world around them. Develops understanding of moving safely.</p> <p>Increases resilience.</p>	<p>5. Staff CPD and resources specific to the setting.</p> <p>6. Attending the SSP annually.</p>
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			<p>Helps children to persevere and aim to succeed.</p> <p>Links to positive growth mindset Improves fitness and strength Each piece of equipment is designed to promote different skills and fitness.</p> <p>Encourages outdoor physical play and fitness through play.</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:
				26.23%

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?:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) To impact on all students and staff in Key Stage 1 and 2.</p> <p>To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.</p> <p>To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p>	<p>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes.(Adapted delivery due to Covid – SSP designed virtual sports leaders schemes for KS1 and KS2. These included SSP Mini Sports Leaders KS1 and Super Sports Leaders KS2 . Video resources , written tasks and documents produced and made available to all students at home and in school. On completion , certificates awarded.)</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>Sports coach: (£4536)</p>	<p>1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking the number of incidents recorded at lunchtimes.</p> <p>2. Attendance of staff at sessions, engagement, surveys of engagement. Tracking systems of use of new skills.</p> <p>3. Registers and staff attendance.</p> <p>4. Annual tracking of staff attending CPD mapped against</p>
			<p>Sustainability and suggested next steps:</p> <p>1. Tracking interventions against the whole school priority of lunchtime behaviour. Use of evidence to improve future plans and training needs.</p> <p>2. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. Eg. greater engagement of girls in PE lessons following Dance</p>

<p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which , in turn, will raise the profile of the subject.</p> <p>To ensure the PE subject lead is given time to develop the subject and to share learning and best practice across the school.</p> <p>To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.</p> <p>Employ a sports coach to help run interventions for those children who are not confident in PE, but also for children who needed to improve their gross motor skills.</p>	<ol style="list-style-type: none"> 2. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.(Adapted delivery – a full offer of staff inset sessions made available remotely through zoom) 3. Attendance at PE Lead meetings and share outcomes across whole school.(half-termly virtual meetings for PE Leads) 4. A structured plan of staff across the whole school to attend and access CPD opportunities. (Adapted delivery – the CPD calendar for 2020/21 is available remotely) 5. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff. (Largely delivered in Autumn and summer terms) 6. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life (Adapted delivery – all available through the virtual calendar) 7. Engagement in SSP Youth Board to raise the profile through young 		<p>whole school priorities e.g. Literacy Coordinator attending Active Literacy course.</p> <ol style="list-style-type: none"> 5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants 6. An annual plan of involvement in festivals, e.g. LSA to lead preparation of Dance Festival. Aim to engage and raise profile across all staff. 	<p>Staff Inset.</p> <ol style="list-style-type: none"> 3. Regular PE feedback slot at staff meetings to share knowledge. 4. Sharing across all staff and informing schemes of work across a range of subjects. 5. Follow up activities to projects by in – house staff and records of future engagement. 6. Develop an ethos of shared responsibility across PE, SS and Physical Activity.
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	<p>people.</p> <p>8. Distribution of termly SSP newsletter to raise awareness and raise profile across the school community.</p> <p>9. Attendance at, briefings and Annual Conference.</p> <p>10. Employed a sport coach to help run interventions and take children to festivals/competitions so more children can be involved in sporting events.</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:
				2.07%
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? What has changed?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p>	<p>1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff. - We used the GetSet4PE scheme throughout the year for staff who were interested in learning about a specific area of PE.</p> <p>2. Ensure all opportunities to team teach with our sports coach.</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery.</p> <p>2. A timetable was made to ensure our sports coach was fairly spread across the school.</p> <p>3. Records of meetings, notes and handouts.</p>	<p>1. A wide range of staff attend courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations.</p> <p>2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of</p>

<p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular activities , delivered by highly motivated and competent staff.</p> <p>To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p>	<p>3. Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely)</p> <p>4. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons. (All videos , resources and fortnightly home learning tasks made available through the web page)</p> <p>5. Wider use of SSP infrastructure to network and share ideas.</p>		<p>4. Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>5. Attend and utilise SSP networking opportunities and sharing of ideas between schools.</p>	<p>effectiveness of training.</p> <p>3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</p> <p>4. PE Lead has the opportunity to share within whole staff meetings.</p> <p>5. Central whole school base for resources accessible to all in school.</p> <p>6. Allowing staff time to attend events and then share findings.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 14.4%</p>
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Intent	Implementation		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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>SSP 'BASIC MEMBERSHIP MODEL' – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2</p> <p>To ensure every child has the opportunity to represent the school in an external inter school competition, league or festival and be able to articulate how this made them feel.</p> <p>To develop the 'peer' workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active.</p> <p>Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games.</p> <p>Students to be equipped by the end of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>To support each individual child to find 'their' chosen sport or activity.</p> <p>To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>Our students will be able to clearly articulate which sports and activities they enjoy and why.</p>	<ol style="list-style-type: none"> 1. Access to broad range of Festivals, competitions and leagues. Preparing children.(Adapted delivery – a full calendar of virtual events, competitions and challenges) 2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games.(Adapted delivery – creation of virtual festivals with videos and resources) 3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.(Adapted delivery – remote learning provided and videos for all leadership schemes and inset for support staff) 4. Engaging different students in performance based opportunities such as: KS1 Team Games Festival / School Games Value, Character & Life Skills Festival, Tag Rugby Skills Development Festival, KS1 Character & Life Skills Festival, Active Kids Festival, Racquets Skills Festival, Character Festival, Ball Skills Festival - Netball & 	<p>Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>Swimming pool repairs (£1275.74)</p> <p>Equipment: (£1045.85)</p>	<ol style="list-style-type: none"> 1. Records of events entered, records of children and participation levels and percentages across school. 2. Records of events and students selected – track pre and post levels of activity 3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime. 4. Entry details in these events. Profile and details of students attending. 5. As above 6. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs. 7. Dates and student records of conference. Links to whole school priorities 8. Keep a record of letters, invited students and those who attended 	<ol style="list-style-type: none"> 1. A plan to ensure all students have termly opportunities to prepare, attend and represent school. 2. Tracking of students attendance and engagement in broader extra- curricular sport post event. 3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities. 4. A school plan to allocate different opportunities to different year groups and target groups of children. 5. Tracking of engagement in broader clubs and extra-curricular opportunities 6. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs. 7. Leaders to act as Ambassadors in school to advocate a greater engagement
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<p>Our students will be able to use correct sporting terminology across a broad range of sports</p> <p>Children from EYFS all the way to Year 6 take part in swimming lessons to encourage confidence with water.</p>	<p>Basketball coordination drills development, KS1 Active Kids Festival.</p> <p>5. Engage with Active Kids Festivals (Adapted delivery – through virtual festivals , videos and resources)</p> <p>6. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p> <p>7. Select students to attend the SSP Annual Leadership Conference for Year 2 and 5 to help young people in our school be at the forefront of developing a broader offer.</p> <p>8. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities.</p> <p>9. Student engagement in SSP ‘Get Into Sport’ Days – aimed at supporting young people to find their activity.</p>			<p>from their peers.</p> <p>8. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.07%%
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>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally , both winning and losing in sport.</p>	<ol style="list-style-type: none"> 1. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges) 2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities. 3. Engaging different students in performance based opportunities such as: Team Table Tennis, Small Schools Football, Girls Football, Boys Football, Dodgeball, Primary Sports Hall, Year 2 Football, Primary Cross Country, Mini Tennis, Rounders, Kwik Cricket. 4. Development of intra (in school) competitive opportunities. 5. Ensuring students access Gifted and Talented holiday camps to support their development and 	<p>Points 1-5 are all funded through SSP Basic membership</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> 1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website. 2. Records of fixtures, training and participants. 3. Team sheets. 4. Annual plan of intra competition to act as trials for inter competition. 5. Records of students who attend, SSP links to local clubs. 	<ol style="list-style-type: none"> 1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis. 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. 3. In school performance to engage and inspire future students. 4. Build intra competition into whole school diary 5. Celebrate the success of these

	pathway into community competitive sport and beyond			
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Signed off by	
Head Teacher:	Claire Smith
Date:	
Subject Leader:	Janie Livermore
Date:	
Governor:	
Date:	