



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Since September 2019:</p> <ul style="list-style-type: none"> • PE lessons for KS2 were led by a qualified sports coach. • A wider range of sporting activities within the curriculum were provided, including basketball. • Teachers had the opportunity to team teach with external sports coaches. • Funded lunchtime clubs were provided by a Premier Education coach. • A Lunchtime football club was introduced specifically for girls. • A range of lunchtime club including running and water volleyball were provided by staff. • Weekly funded sports clubs for vulnerable children and those in receipt of PP were made available at after school clubs run by a Premier Education coach. • Children in all year groups accessed 3 half terms of swimming lessons. • Achievement of One Life Suffolk Health & Wellbeing Excellence Silver Award. • Achievement of Modeshift Stars National Travel Award – Bronze level. • Sports & Social afternoons supported transition across the school in the summer term. 	<p>Our priorities for 2020/21:</p> <ul style="list-style-type: none"> • Continue to provide a range of activities and sports as part of extra-curricular provision. • Improve the physical and emotional well-being of children through daily moderate exercise (Golden Mile) • Continue to support the mental well-being of the children and to mitigate the effects of Covid. • Increase opportunities to participate in intra-school competitions to ensure competitive sport is happening despite the current Covid situation. • Achievement of Gold Health & Wellbeing Excellence Award from One Life Suffolk. • Achievement of Modeshift Stars Bronze National Travel award.

Meeting national curriculum requirements for swimming and water safety.	
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.	% N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% N/A
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?	Yes/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: £17,490		Date Updated: October 2020	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					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 continue to provide further opportunities for extra-curricular activities with an additional focus on increasing girls' participation and those pupils identified as disadvantaged.	<ul style="list-style-type: none"> • A range of PE Skill activities to take place during lunchtimes and after school from external providers e.g. 424 and Premier Sport • Increase participation of targeted children to ensure additional engagement with physical activity for those who are reluctant to be active or find PE difficult to access • Modelling of football refereeing to KS2 boys to improve knowledge, skills and social interaction and sportsmanship • Encourage more girls to take part in lunchtime sport provision with dedicated clubs. • Funded places are made available for those children in receipt of PP or considered vulnerable. 	£5,500	<ul style="list-style-type: none"> • Monitoring of provision at lunchtime evidences active and harmonious engagement with support of external coaches on rotation around class bubbles. • Full take up of PP and vulnerable pupil allocation for Premier Sport Holiday Activity Fund (HAF) courses during Easter and Summer holidays – 15 places per day. 		<ul style="list-style-type: none"> • Monitor engagement of girls in active clubs during the Autumn Term. Data comparing girls' participation from 2019/20 to 21/22. This will be tracked half termly so we can address issues with participation if they are low. • As above but with disadvantaged. • List of clubs offered includes a range of active sessions

To provide the year group bubbles with a larger range of playtime equipment to encourage physical activity at playtimes and lunchtimes	<ul style="list-style-type: none"> Children will become more active during break times. Healthy lifestyles are promoted through active playtimes More girls are encouraged to take part in sport enrichment activities 	£100	<ul style="list-style-type: none"> Monitoring evidences equipment purchased is being used and enjoyed by children across the school. Monitoring of provision at playtime and lunchtime evidences active and harmonious engagement. 	Planning for active lunchtime provision to support post-Covid and post-expansion whole school activity.
To allow opportunities for daily exercise all year round.	<ul style="list-style-type: none"> Continue to embed the golden mile to ensure all pupils are undertaking at least 15 minutes of additional activity per day Installation of an all-weather bark track/path for running and walking 	£1,000	<ul style="list-style-type: none"> Golden mile firmly embedded into the school routine – weather permitting All-weather track in place on school field Pupil voice shows an improvement in children's fitness. 	Continue to promote golden mile as a key well system within the school day/week timetabling
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:
To continue to raise the profile of PE and physical activity.	<ul style="list-style-type: none"> Set out clear expectations of the golden mile. Section in the newsletter about how many miles we have run as a school. Celebrate out of school achievements – celebration assembly and display board 	£50	<ul style="list-style-type: none"> Pictures of a display board for out of school achievements. Evidence of all classes regularly taking part in the daily mile. Mentions in the school newsletter about the golden mile. Pictures on google classroom, school newsletter, local paper. 	Half termly promotion of out of school achievements in school newsletter/assemblies
Provide a range of wellbeing and transition activities to support the schools recovery curriculum post-Covid-19 closure.	<ul style="list-style-type: none"> Organise Bush Adventure wellbeing days for KS2 to promote relationship building and collaborative problem solving in support of early recovery curriculum. Organise sessions at The Playground to promote physical fitness and 	£600	<ul style="list-style-type: none"> Children settle back into school quickly and recover relationships with peers and adults. 	Plan for return of residential trip and other active external opportunities post covid restrictions

	confidence for KS2 on return to school in September.			
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
To increase the confidence, knowledge and skills of staff at in teaching PE.	<ul style="list-style-type: none"> Embed additional sports within the curriculum through specialist coach delivery and CPD for staff – specifically cricket and basketball. 	£2,000	<ul style="list-style-type: none"> Cricket CPD and curriculum provision has enhanced provision for KS2 through the year. Teachers report that they feel equipped and ready to teach a range of sports. Monitoring demonstrates enhanced quality of teaching and learning in this subject area through sustained subject leader support. Staff report increased pupil participation and enjoyment. 	Subject lead to continue to source relevant CPD and resources to enhance curriculum provision across the school.
For staff to have access to high quality resources and guidance for the teaching of swimming for all ages.	<ul style="list-style-type: none"> Complete Swim England registration for access to a range of resources to support the delivery of high quality lessons across the school. CPD session to share resources and discuss implications of Covid on provision and organisation of sessions. 	£100	<ul style="list-style-type: none"> Children quickly gain core skills at an earlier age as a result of high quality swimming provision. Progression is effectively tracked using swimming passports 	CPD from specialist swimming teacher on staff
To ensure safe and effective provision for and supervision of swimming lessons.	<ul style="list-style-type: none"> All Teaching staff to undertake Shallow water training – November 2020 	£400	<ul style="list-style-type: none"> Staff are confident in providing and supporting effective swimming provision as a result of training. 	Plan for refresher training in Summer of 2022 for relevant staff – including a wider range of personnel.

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 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 offer the children a broader range of sports and activities within the curriculum.	<ul style="list-style-type: none"> Purchase of additional PE equipment to enable expansion of range of curriculum provision. 	£100	<ul style="list-style-type: none"> Pupils will feel confident in participating in new sports and will be able to talk confidently about the skills in which they have developed. 	PE equipment audit by subject lead to ensure full range available to match long term curriculum planning through to Y6.
To use the school pool to provide enhanced curriculum provision for swimming	<ul style="list-style-type: none"> All children across the school have at least 18 x 30 minute swimming lessons throughout the year (9 hours per year) ASA School swimming awards are embedded throughout all year groups Improved tracking of progress and attainment in swimming 	£6,000	<ul style="list-style-type: none"> Children quickly gain core skills at an earlier age as a result of school wide swimming provision and this progression is now effectively tracked using swimming passports. Children and parents have an improved understanding of the importance of swimming and water safety as a result of implementation of school swimming awards. Children are engaged and motivated with swimming through the new reward and recognition system At the end of Year 4 80% of children have met the Y6 standard of competently swimming 3 different strokes 	Specialist led swimming teaching for some group from September Morning catch up clubs for those identified as off track to meet end of KS2 expectations
To offer a range of activities to support the school's active travel plan and work towards Silver Modeshift Star Award.	<ul style="list-style-type: none"> Organise Bikeability programme for Year 5 through Suffolk Highways to improve skills and road safety for older children when cycling. Organise whole school Scoot Fit session to improve skills and promote enjoyment of scooting 	£1000	<ul style="list-style-type: none"> Majority of Year 5 children improve skills and safety for road cycling. Whole school achieves Level 1 in scooter skills as a result of improved skills and confidence. . School achieved Bronze Modeshift 	Book Bikeability sessions for Year 5 in Autumn Term Whole school scooter session for Autumn Term Modeshift Stars action planning to continue to work towards Silver

	<ul style="list-style-type: none"> Offer Dr Bike sessions to provide cycle safety and maintenance checks to the community. 		Stars award for promotion of active travel.	award Increased number of families are supported and encouraged to cycle or scoot to school
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:
To increase participation in competitive sport.	<ul style="list-style-type: none"> Research and take part in any local Virtual Schools Games. Organise intra-school colour team competitions throughout the year. 	£100 for trophies/medals as prizes for intra-school competitions. £500 for travel to local events	<ul style="list-style-type: none"> Data showing our participation in local sports festivals 	Continue to develop links with local sports partnerships across Ipswich and Bury to ensure participation in county events. Organise intra-school team competitions through the year post-covid

Signed off by	
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Date:	29 th June 2021
Subject Leader:	Bronte Burchell
Date:	29 th June 2021
Governor:	Sarah Wightman (Chair of Curriculum Committee)
Date:	