

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	£0
Total amount allocated for 2020/2021	£16,789
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,012
Total amount allocated for 2021/22	£16,822
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,834

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>The current Year 6 cohort completed their swimming programme of study when they were in Year 3 through Suffolk Norse. All classes completed Water Safety Primary Packs in Summer 22.</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 2021.</p> <p>Please see note above</p>	<p>80%</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>73%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>93%</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/No</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 the future.

Academic Year: 2021/22		Total fund allocated: 22,834		Date Updated: 25/07/22	
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: 37%
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 create a broad P.E. curriculum that is coherent and sequential providing more opportunities for all pupils to be more active	<p>Staff and coaches plan teaching and learning using GetSet4PE with a long term overview in place</p> <p>MDSA's and parents able to access Active sessions.</p> <p>Active Families on school website from September 2022</p> <p>Purchase equipment to match new curriculum overviews (Year A only)</p> <p>Walk to School Week used to promote more active ways to commute to school</p>		£2,400	<p>Curriculum overviews are now coherent and there is a stronger link between what pupils learn in their PE lessons with their teacher and their additional sessions with sports coaches.</p> <p>Children have access to a wide range of equipment to complement their lessons and therefore pupil surveys indicate an improved view of sports and PE: 85% of students Agree or strongly agree that they enjoy taking part in exercise and sports. 88% of students Agree or Strongly Agree that they feel confident when they exercise and play sports. 66% of students Agree or Strongly Agree that they find exercise and sports easy. 97% of students Agree or Strongly Agree that they understand why exercise and sports are good for them</p>	<p>A strongly embedded curriculum will mean that children from EYS through to Y6 will have a better foundation for PE that is linked and coherently sequenced. This will improve children's understanding of physical education as they move throughout the school.</p> <p>Continue to work with sports coaches to ensure their sessions complement the sessions run in school.</p> <p>Purchase equipment for Year B model by July 2023 ready for September 2023</p> <p>Set up swimming in Summer term for Y5/6 cohort as these pupils missed out due to COVID.</p>

To provide additional PE lessons to pupils on top of the usual PE lessons provided by their teacher to ensure they are staying active daily	Additional PE lessons for KS1 run by TCC SSP. Additional PE lessons for KS2 run by Premier Sports	£5,600	Children at BCEVCP have access to 30 mins of PE daily through effective lunchtime sports clubs and activities. They also have a 1 hour lesson weekly with their class teacher delivering the curriculum. In addition to this, they have a 1 hour lesson weekly run by Premier or TCC SSP to further develop their physical activity. Therefore all children have access to a minimum of 2 hours of PE a week and an additional 2.5 hrs per week of lunch active clubs. Therefore children are increasing their active minutes during the school week.	This is a sustainable model by training up pupils to support in the running of lunchtime clubs. Also this develops their leadership skills and passion for physical activity. Explore other sports that can be run successfully at lunchtimes. Develop the daily mile across the school Target pupils not accessing lunchtime clubs and gain pupil voice on what activities they would like to take part in to stay active.
To develop children's understanding of mental health and mental wellbeing and how being physically active improves our mental health.	Place 2 Be mental health training for 2 members of staff Promote Sammy the Sea Squirt Day with Suffolk Mind ELSA support for pupils who need it Develop PSHE curriculum that looks at the link between mental and physical health Promote walk to school week Provide information to parents on ways to stay physically active during the year.	£380	During lockdowns, 'family activities' were set up to promote the link between being physically active and mental health. Many families took part in their daily family activities which included nature walks, dance routines and adventure trails. Many families also took part in walk to school week with some families choosing to park further away and walking the remainder of the way to school.	A strong mental health programme will be sustainable by ensuring that pupils are identified quickly and support put in place. This early intervention will be preventative. Also by engaging parents with this link and promoting Suffolk Mind, parents will support their children in staying physically active to improve their mental health.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 30%
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 participate in lessons and events to support in raising the profile of sports and physical activity in schools	Plan sports days as a way of engaging pupils in a wide range of sports. Walk to School Week to promote more active ways of travelling to school. Daily Active Time used to support pupils and staff in being active daily Science and PSHE cross curricular links used to demonstrate the impact of a healthy lifestyle Purchase new PSHE scheme from LifeWise which focuses on the link between PSHE & staying active – encourage active lessons as part of the PSHE unit of work (2 year package)	£1000	Sports day this year had a record number of parents supporting the event. 85% of parents turned up to support their child at the event. All children now take part in active time daily and this has supported pupils in speaking about the importance of staying active in daily life. Science & PSHE lessons indicate that children are now more able to understand the impact of physical activity on the body and this supports them to be healthier. Impact of PSHE can't be measured yet as this was purchased in Summer 2	By building lessons with opportunities to be active, this will support children in building up their active minutes. Promoting alternative ways of getting to school also encourages active minutes as well as aligning with our vision around helping our planet. Evaluate the impact of the new PSHE scheme to further support this link between staying healthy and physical activity. Promote this link with food related units in DT. Continue to promote walk to school week and ways of commuting to school in active ways
To run after school clubs for a variety of sports	TCC SSP to run additional after school clubs open to KS1 Premier Sports to run additional after school clubs open to KS2	£2,500	82% of pupils in KS1 and KS2 have accessed an after-school club this year. This year we have also had an increase in pupils accessing clubs outside of school eg gymnastics, swimming, football.	Target pupils who didn't attend school clubs and gain pupil voice on what barriers exist for them to access after school clubs
To provide lunchtime sports clubs for all children to have access to	Train Year 6 sports leaders Additional hours for Support Staff to run lunchtime sports clubs daily Sports clubs purchased through Premier Sports & TCC SSP 2 x per week	£3,300	Year 6 sports leaders have successfully run multiple sports clubs for a range of pupils. Monitoring of lunchtimes indicate that many children of a variety of ages and gender are now engaging in lunchtime sport.	Collaborate with Premier Sports to ensure that lunch clubs engage pupils of a variety of ages as current club only engages Y5/6 boys.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			8%
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 use GetSet4PE to access training and resources for staff to be able to increase their confidence in PE and their knowledge and skills	Additional hours for part time staff to ensure they have time to access training. Access to training modules on GetSet4PE Plan training package for staff that focuses on areas they need to develop further in.	£600	Teacher wellbeing survey indicates the strong impact that GetSet4PE has had on their confidence in teaching PE. Monitoring of PE lessons indicate that staff have clearer rationale for teaching what they are teaching and why. Children in turn are more confident about what they are learning and understand the progression of skills they are building in each lesson.	Continue to plan training package ready for Year B (22/23) so staff are equipped with necessary skills and knowledge for next years unit of work. Include teaching assistants in training package.
To have additional PE lessons run by TCC SSP for staff to observe and gain training on how to effectively deliver specific PE modules.	Staff to observe trained sports coaches to gain further training and understanding of effective PE lessons in KS2.	£600	KS2 teachers developed their confidence as a result of observing specialist coaches. Pupil surveys are especially positive in KS2 where children speak highly of their PE lessons with their teacher and notice this improvement over time.	Consider this to be in place next year for KS1 as new teacher in KS1 is an ECT and would benefit from additional support in effective PE lessons.
To provide leadership time for PE champion to develop their skills, observe PE provision in other classes and to meet with Active Suffolk to plan next steps for sport and physical activity	HLTA to cover PE champion for leadership time. HLTA to cover PE champion to take part in Active Schools project through Active Suffolk.	£550	PE champion has been able to liaise with the Active Schools Project (through Active Suffolk) to support with the action plan for further developing PE and sports within the school. She has also been able to liaise with staff and sports coaches to further develop a vision for PE and measure the impact of the current provision.	Pupil premium champion will continue to raise the profile of sports and physical activity in the school and will support the PE leader in driving improvements in physical education. Next step to further develop assessment arrangements for PE in line with other foundation subjects.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%

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 that pupils know how to ride a bike/scooter safely on the road to support them in their commute to and from school.	Bikeability for Year 5/6 children (level 2) including road riding. Balance Bikes for EYFS Scooter training for EYFS & KS2	£1,300	Before this training, one child in the school cycled to school. Since this training has taken place, 12% of pupils regularly cycle or ride their scooter to school.	Continue with bike ability for Y5/6 every other year. Continue with EYFS balance bikes yearly Continue with Scooter training every other year Consider a bike course for children in Y3/4
To expose pupils to a variety of outdoor sports and physical activity.	Subsidise residential trip to Kingswood for Y5/6 pupils. Children to have access to orienteering, climbing and other physical activity. (Pupil premium grant used to further subsidise this trip for children eligible for FSMs). Additional archery lessons for KS2 after school club Fencing lessons for KS2	£1,500	24 out of 26 children attended this residential. All 24 of these children accessed a wide range of physical activity and took part in team sport events. All KS2 pupils took part in archery lessons with those particularly enjoying it taking part in additional after school clubs in summer term Fencing competition also a part of our Sports Day this year.	Explore a different option for sporting activities next year as Kingswood takes place every other year. Collate pupil voice on sporting activities next year following events.
To improve large indoor and outdoor equipment including jungle gym, basketball/netball hoops.	Update and repair outdoor jungle gym equipment to ensure these are in best condition for children to remain active during break and lunchtimes. Update and repair indoor gymnastic equipment including climbing frames and gymnastic mats as well as storage facilities.	£1,800	Some of these works are due to take place over the August holidays and so impact can't be measured yet. Intended impact is to ensure a safe play space for children to be active during their breaks and to ensure that equipment is in it's best condition.	Once these have been updated and repaired, this should be sustainable for years to come and be at low cost for children to remain active during their break and lunchtimes. This should also lead to improved gymnastics provision so pupils are able to access necessary equipment to reach ARE in PE.

Key indicator 5: Increased participation in competitive sport				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:
Children to take part in competitive sporting events and activities both in school and out of school	Plan a sports day that involved teams competing in a wide variety of sports (both team sports and individual sports). Purchase sports coaches to plan and attend these days. Subscription to TCC SSP PE Membership Coach travel and costs to sporting events and competitions including additional hours for support staff.	£1,300	For the Autumn term and Spring term we really struggled with a COVID outbreak within the school and in the local community. Many events were cancelled as a result. Summer term was the first time we were able to take part in competitive sport once more. Virtual competitions were run in school instead to compete virtually with other schools. We have had an increase in children taking part in sporting events both in school and out of school	This is a key next step for next year. Use after school clubs as a way to promote children developing an interest in a particular sport and encouraging them to then take part in competitive sport both inside and outside of school

Signed off by	
Head Teacher:	Stephany Hunter
Date:	25.07.22
Subject Leader:	Stephany Hunter (PE Lead) / Louise Price (PE Champion)
Date:	25.07.22
Governor:	To be approved at next WGB meeting
Date:	