

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 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 <u>HERE</u>.

Created by:















## **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	£18090
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17920
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17920

### **Swimming Data**

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Complete to the best of your ability – list here how you have gathered the
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	information ( survey , lessons , parents etc)
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	85%
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	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%













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 – 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. In addition, as a school, we contribute towards the cost of swimming so that all of KS2 are able to swim.













### **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.

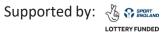
Academic Year: 2021/2022	Total fund allocated:	Date Updated:		
	y indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that		Percentage of total allocation:	
primary school pupils undertake at le	ast 30 minutes of physical activity a d	ay in school		11%
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:
SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands ( see attached) To impact on all students in Key Stage 1 and 2.  Please note some aspects are deliberately targeted at least active children.  To build regular physical activity into the school day for all students.  To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.  To work with the wider school community and workforce through targeted CPD to ensure staff are	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. 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 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)		<ol> <li>Date of Assembly and attendance. Follow up Q and A by class teachers on content. Production of follow up tasks and displays.</li> <li>Register and profile of selected students. Comparative data of baseline activity and track progress.</li> <li>New strategies to make more of the school day active through approach to literacy and numeracy.</li> </ol>	<ol> <li>Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP.</li> <li>Use the Personal Challenges to chart activity between festivals. If successful widen the project to a greater number of children.</li> <li>Staff CPD and resources specific to the setting.</li> </ol>















Intent	Implementation		Impact	8%
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
			activity.	
	development.		their own time. Increasing activity.	
	6. Flying Start Programme for Early Years. Encouraging P.E		Children inspired to continue with the activities they learnt in	
·	struggle to be active at playtimes	400		through school
1 *	5. Lunch time club run by Deanes coach. Supporting children who		5. Children more engaged and more active	5 &6 . Monitor children's activity as they progress
To utilise the Active School Planner	are active		equipment	after and maintained
mile/activity strategy.	and lunch times to ensure children	980.35	Could see it increased with more	ensure equipment is looked
and festivals to inspire regular activity and provide a daily	4. Equipment bought for playtime		4. Activity of children monitored.	4. Sports Ambassadors to
To work with the SSP through events	1			
	from Teach Active on approaches to			
competent and confident in implementing daily activity strategies.	3. Attendance of SSP Annual			













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:
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.  To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.  To ensure training takes place to enable the school to facilitate active and productive break and lunch times.	. 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.)	Points 1-6 are all funded through SSP Basic membership.  Annual cost is divided equally across all 5 Key Objectives (£390)	<ol> <li>Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes.</li> <li>Attendance of staff at sessions, engagement, surveys of engagement. Tracking systems of use of new skills.</li> </ol>	Sustainability and suggested next steps:  1. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs.  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 Staff Inset.
To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.  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.  To ensure the PE subject lead is given time to develop the subject and to share learning and best practice across the school.	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)		<ol> <li>Registers and staff attendance.</li> <li>Annual tracking of staff attending CPD mapped against whole school priorities e.g. Literacy Coordinator attending Active Literacy course.</li> <li>Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes</li> </ol>	<ol> <li>Regular PE feedback slot at staff meetings to share knowledge.</li> <li>Sharing across all staff and informing schemes of work across a range of subjects.</li> <li>Follow up activities to projects by in – house staff and</li> </ol>
To use cross curricular PE/SS and PA interventions to raise standards in core			and participants	records of future engagement.















subject performance.	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)	6. An annual plan of involvement in festivals, e.g. LSA to lead preparation of Dance shared responsibility across PE, Festival. Aim to engage and raise profile across all staff.
	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 people.	
	8. Distribution of termly SSP newsletter to raise awareness and raise profile across the school community.	
	9. Attendance at Head Teacher SSP	













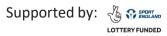
|--|

<b>Key indicator 3:</b> Increased confidence	, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				19%
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:
SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent. To impact on all students and staff in Key Stage 1 and 2.  To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.  To ensure students are able to actively participate in and contribute to high quality PE lessons.  To ensure that students have a broad		Points 1-6 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)	Attendance records and course details, certificates if required. Observations and monitoring of PE delivery.      Details of staff audit, topics covered, dates and resources collected.	<ol> <li>A wide range of staff attending 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.</li> <li>All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training.</li> <li>Staff briefing to ensure a</li> </ol>











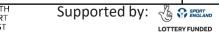


and detailed knowledge of a wide range of sporting activities by the end of KS 2.	delivery – virtual delivery through zoom)			through team teaching. Resources and knowledge retained in school.
To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.	3. Ensure all opportunities to team teach with SSP specialist		3. Staff records of project involvement. Staff records on follow up activities. Future interventions.	4. PE Lead has the opportunity to share within whole staff meetings.
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.	staff are taken across projects and interventions for both teaching and support staff. (Autumn and summer term)		<ul><li>4. Records of meetings, notes and handouts.</li><li>5. Making use of the SSP</li></ul>	5. Central whole school base for resources accessible to all in school.
To utilise external expertise to ensure students benefit from detailed subject specific knowledge.			resource bank to support schemes of work and lesson planning.  6. Attend and utilize SSP	6. Allowing staff time to attend events and then share
Students are exposed to and comfortable with participating in chool sport opportunities with other chools.	5. 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)		networking opportunities and sharing of ideas between schools.	findings.
	6. Wider use of SSP infrastructure to network and share ideas.		7)Register of CPD events and sporting events that were attended. Children had to opportunity to partici	vents to develop CPD within s
	7. Release time for Sports Lead and other staff to attend CPD and sporting events		pate in a range of sporting events	chool
	8. Team Teach with sports coach to develop P.E knowledge. Coaching also used so that children get above and beyond the national curriculum  Support Supported by:  TRUST  SUPPORT TRUST	£2120	8. Staff's knowledge is extended further and are more confident to deliver P.E lessons.	8. Staff to upskill each other and continue to book in team teach sessions.

	requirements.			
<b>Key indicator 4:</b> Broader experience of	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 44%
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:  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  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.	children.(Adapted delivery – a full calendar of virtual events, competitions and challenges)  2. Entering groups of children	Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)	<ol> <li>Records of events entered, records of children and participation levels and percentages across school.</li> <li>Records of events and students selected – track pre and post levels of activity</li> </ol>	<ol> <li>A plan to ensure all students have termly opportunities to prepare, attend and represent school.</li> <li>Tracking of students attendance and engagement in broader extra- curricular sport post event.</li> </ol>
	4. Engaging different students in performance based		4. Entry details in these events. Profile and details of	4. A school plan to allocate different opportunities













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.

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.

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.

To support each individual child to find 'their' chosen sport or activity.

To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.

Our students will be able to clearly articulate which sports and activities they enjoy and why.

opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.(Adapted delivery – SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer)

- 5. Engage with Active Kids Festivals (Adapted delivery through virtual festivals, videos and resources)
- 6. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.
- 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.
- 8. Ensure students from our school access the range of Gifted and Talented holiday camps different students access different sports and activities.
- 9. Student engagement in SSP 'Get Into Sport' Days aimed at

students attending.

5. As above

school clubs.

- 6. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after
- 7. Dates and student records of conference. Links to whole school priorities

8. Keep a record of letters, invited students and those who attended

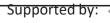
to different year groups and target groups of children.

- 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
  from their peers.
- 8. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process















supporting young people to find their activity.			
10. Clubs run by external sports provider to ensure that children are accessing a wide range of sports		10. See above	10. See above
11. Ensure all children access swimming and are able to reach the 25m expected at the end of Year 6	£3580		11. Cost Y2 children to attend swimming in order to ensure that we have a higher rate of swimmers reaching expected standard.













Key indicator 5: Increased participatio	n in competitive sport			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:
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.	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)	Points 1-5 are all funded through SSP Basic membership	1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website.	1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.
To identify a wide range of sporting festivals and sports for our school and students to participate in.		Annual cost is	2. Records of fixtures, training and participants.	2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit.
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	2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities.	across all 5 Key Objectives (£390)	3. List of students and programme from the event.	<ul><li>3. In school performance to engage and inspire future students.</li><li>4. Build intra competition</li></ul>
experience.  To utilise whole school intra competition			4. Annual plan of intra competition to act as trials for inter	into whole school diary
to raise standards across all subjects with PE and SS as the initial driver.	4. Development of intra (in school) competitive opportunities.		<ul><li>competition.</li><li>5. Records of students who attend, SSP links to local clubs.</li></ul>	5. Celebrate the success of these
Students to understand and be able to deal with emotionally, both winning and	5. Ensuring students access		attend, SSF miks to local clubs.	
losing in sport.	Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond			6 Engage a variety of averts are
	6. Coaches in order to attend sporting events	6. 2802.90	6. Registers of events attended	6. Ensure a variety of events are attended by a variety of students.







