

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	£ 4,684
Total amount allocated for 2020/21	£ 16,390
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 1,522
Total amount allocated for 2021/22	£ 16,430
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 22,636

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>Unable to take pupils swimming this year due to lack of capacity at local pools, and pool closures. Swimming slots have been secured for September onwards.</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>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: 2020/21	£22,636	Date Updated: June 22		
<p>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</p>				Percentage of total allocation: 48%
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:
Subsidising weekly gymnastic sessions so that pupils can develop core strength, experience a range of different gymnastic equipment and challenge themselves to try new activities away from the comfort of the school hall.	Students to access the local specialist World Class gymnastic centre with qualified staff in order to gain skills in gymnastics and develop core strength.	£ 10,907	The pupils have gained self confidence, increased body awareness and for many this has nurtured a love of gymnastics. Using a designated gymnasium has allowed pupils to experience a sprung floor, beams and other equipment not held in school. Pupils have gained specific gym skills and all have developed core strength within each person's potential. A side benefit has been the opportunity to practice self help skills of dressing and undressing, as well as social skills in the community using a shared public space.	This will continue to be offered for years 5/6 next year as the benefit to our pupils has been noticeable. The entire cost will be covered by sports premium.
Recruitment and retention of a specific sports coach at HLTA level	Staff structure to include additional Snr HLTA for PE.		A full PE curriculum is offered to all ages, and pupils are motivated to engage.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12 %
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:
Boxing for mental and physical health and wellbeing.	Specialist boxing coach in weekly to instruct identified pupils, working on overall fitness, stamina and specific boxing skills.	£2,300	The students LOVE the boxing sessions. Attendance has improved on that day. The pupils fully engage, push their fitness levels during the session and for several students they have been motivated to join a club. There has been an improvement in overall fitness.	Continue to offer boxing next year, with a different group of students.
Offer a sport lunchtime club.	Lunchtime football club to motivate and engage pupils, develop a sense of being in a team.	£400	Increased skill knowledge and awareness of the rules of a game, and sportsmanship.	Chelmsford City will be invited to continue their lunchtime club.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4 %
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:
Develop the skill set of staff and provide inspiration, also to increase the knowledge of the range of activities that could be taught to develop a specific skills.	External sports people to work with students and staff to share expertise, e.g. Bollywood dance, street dance, football / multi skills coach	£960	High level of engagement in the street dance activities – motivating even the most reluctant learners to try dance. Staff have picked up dance skills and techniques to engage all. The football coach is a semi-pro and therefore a mini celebrity to our pupils! He used a range of new and exciting activities that have been utilised by staff since.	Street dance will continue as an intervention for some pupils who struggle with engagement in the usual sports. The football / multi-skills coach will come in at specific times throughout the year to share knowledge in a range of sports with the PE teachers on site.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22 %
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:
Offer a greater range of activities to our students, such as circuit training and athletics, to increase knowledge and skills within athletics. Offer adventurous activities that require specialist equipment or requiring water such as sailing.	Use of adventure centres such as Danbury to offer a wider range of activities than can be offered at school.	£3080	Pupils have experienced a wide range of activities such as high ropes, sailing and canoeing, developing skills in these areas as well as team building and self confidence building.	We will continue to offer a range of off site adventurous activities that challenge the students to try new sporting activities.
Increase the range of equipment on site to extend the PE curriculum offer.	Small equipment to facilitate a wider range of activities offer, e.g. foam javelins, basketball hoops, weights to facilitate circuit training.	1867	Pupils have learnt how to train efficiently when using the light weights. They have developed skills in throwing the javelin in a safe way	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2 %
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:
Attend MESSA events or other sporting where appropriate	These are offered free to students but funding is used to support the fuel costs to attend events.	£500	Pupils have fun, engage with their peers from a different school and experience competition at a level appropriate for their needs.	Finding sporting events that meet our pupil needs are far and few between but we intent to access as many as possible.

Signed off by	
Head Teacher:	G Pryke
Date:	21 st June 2022
Governor:	
Date:	