

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 2022. 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 | £0.00 |
| Total amount allocated for 2020/21 | £18,710 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £18,710 |
| Total amount allocated for 2021/22 | £18,710 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £18,710 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | Information has been gathered from parents and carers. |
| <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 2022.</p> <p>Please see note above</p> | 78% |
| <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> | 78% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 78% |
| <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> | Yes – As part of Castle Point and Rochford SSP we collectively |

contribute to a targeted Top Up Swimming holiday programme to support pupils to reach 25m. This is coordinated centrally by the SSP team.

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: | | Date Updated: | |
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| 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: |
| | | | | | % |
| 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 pupils in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active pupils.</p> <p>To build regular physical activity into the school day for all pupils.</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</p> | <p>1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity.</p> <p>2. Deliver to a target group of pupils in Year 3 the SSP Fit4Action health intervention 6 week programme.(Summer term)</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. Full school assembly; summer term. Follow up Q and A by class teachers about content.</p> <p>2. Selected Year 3 pupils took part in Ready4Action in the summer term. Pupils chosen were mainly those that do not usually take part in additional sporting activities and may be needing a confidence boost in this area. Tracking of pupils at future attendance at activities.</p> <p>2. Selected Year 4 pupils took part in Fit4Action in the summer</p> | <p>1. Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP.</p> <p>2. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum.</p> | |

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| <p>targeted CPD to ensure staff are 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>3. Whole school participated in virtual Active Kids festivals to engage the least active pupils in the school in personal challenges and to develop a love of being active. Also took part in Comic Relief Dance Challenge, Santa Fun Run and Daily Mile challenges.</p> <p>4. EYFS participated in Flying Start sessions to engage our youngest children. CPD opportunity for EYFS teachers – ideas for making children more active regularly.</p> <p>5. Attendance of SSP Annual Conference May 2022 and training from Teach Active on approaches to make the school day more active.</p> <p>6. Year 5 & 6 pupils participated in Bikeability training levels 1 & 2. (Including catch up from previous year lockdown.)</p> | | <p>term. Whole class awareness raised and teacher CPD.</p> <p>3. Whole school results collated and awards given for most active/achieving class.</p> <p>4. Staff development and awareness. Children are more engaged in regular activity.</p> <p>5. New strategies to make more of the school day active through approach to literacy and numeracy.</p> <p>6. Pupils cycle to school regularly</p> | <p>3. Continue to take part in whole classes and whole school festivals to enable children to continue to see their personal progression.</p> <p>4. Staff CPD and resources specific to the setting.</p> <p>5. Teach Active presentation to staff Autumn term 2022</p> <p>6. Continue with Bikeability training and maintain cycle storage.</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: % |
| 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) To impact on all pupils 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>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> | <ol style="list-style-type: none"> Identify SSP interventions and support to target whole school issues. Training for Mid-days to improve behaviour at lunchtimes. Daily lunch time sports club for Year 5 & 6. Termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff. Staff training on athletics (field events) and cricket. Attendance at PE Lead meetings and share outcomes across whole school.(half-termly virtual meetings for PE Leads) | <p>Points 1-8 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"> Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes. Attendance of staff at sessions, engagement, surveys of engagement. Staff training sessions in school. E.g orienteering. | <p>Sustainability and suggested next steps:</p> <ol style="list-style-type: none"> Tracking of interventions against whole school priority of lunch time behaviour. Use of evidence to improve future plans and training needs. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. Regular PE feedback slot at staff meetings to share knowledge. |

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| <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>4. A structured plan of staff across the whole school to attend and access CPD opportunities.</p> <p>5. Engage with Team Teaching opportunities through SSP projects, Flying Start and Fit4Action for teaching and support staff.</p> <p>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</p> <p>7. Distribution of termly SSP newsletter to raise awareness and raise profile across the school community.</p> <p>8. Attendance at Head Teacher SSP meetings, briefings and Annual Conference.</p> | | <p>4. Annual tracking of staff attending CPD mapped against whole school priorities e.g. subject leader training in Get Set 4 PE and orienteering training.</p> <p>5. Records of both teaching and support staff using CPD knowledge and skills. Dates of sessions and feedback are recorded.</p> <p>6. An annual plan of involvement in festivals, e.g. LSA to assist in preparation of Dance Festival. Aim to engage and raise profile across all staff.</p> | <p>4. Sharing across all staff and informing schemes of work across a range of subjects.</p> <p>5. Follow up activities and planning by teaching staff.</p> <p>6. Develop an ethos of shared responsibility across PE, SS and Physical Activity.</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: |
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| | | | | % |
| 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) High Quality PE is most prominent.</p> <p>To impact on all pupils 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>To ensure pupils are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that pupils have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all pupils have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure pupils can select and make</p> | <ol style="list-style-type: none"> 1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff. 2. Deliver 3 x staff inset sessions based on staff audit of needs. Track impact. 3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. 4. Attendance at SSP PE Lead meetings to gain knowledge to share. | <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> | <ol style="list-style-type: none"> 1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery. 2. Details of staff audit, topics covered, dates and resources collected. 3. Staff records of CPD participation. 4. Records of meetings, notes and handouts. | <ol style="list-style-type: none"> 1. 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. 2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training. 3. Staff develop a deeper understanding through CPD and team teaching. Resources and knowledge retained in school. 4. PE Lead has the opportunity to share within whole staff meetings. |

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| <p>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 pupils benefit from detailed subject specific knowledge.</p> <p>Pupils are exposed to and comfortable with participating in school sport opportunities with other schools.</p> | <p>5. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.</p> <p>6. Wider use of SSP infrastructure to network and share ideas.</p> | | <p>5. Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>6. Attend and utilise SSP networking opportunities and sharing of ideas between schools.</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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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

| Intent | Implementation | | Impact | |
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| <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 pupils and staff in Key Stage 1 and 2</p> <p>To ensure every child has the opportunity to represent the school</p> | <p>1. Access to broad range of festivals, competitions and leagues. Preparing pupils for events.</p> | <p>Points 1-7 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p> | <p>1. Whole school participation in Santa Fun Run, Comic Relief Dance for Fun session, Daily Mile mental health week special. KS1 participation in Virtual Winter Games and KS2 participation in Virtual Active Kids festival. Most able long distance runners took part in local school's cross country competition. Most able athletes took part in District Sports.</p> | <p>1. A plan to ensure all pupils have opportunities to prepare, attend and represent school.</p> |

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| <p>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>Pupils 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>Pupils 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 pupil 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 pupils.</p> | <p>2. Entering groups of pupils in events aimed at less active pupils</p> <p>3. Use of staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.</p> <p>4. Ensuring pupils in school can access non-traditional sporting opportunities</p> <p>5. Whole school participated in virtual Active Kids festivals to engage the least active pupils in the school in personal challenges and to develop a love of being active. Also took part in Comic Relief Dance Challenge, Santa Fun Run and Daily Mile challenges.</p> <p>6. Use of SSP Community Club scheme to offer a wider range of extra-curricular clubs.</p> | | <p>2. Less active pupils participated in whole school events and also Ready4Action club for selected Year 3 children.</p> <p>3. Staff inset based on orienteering carried out. Audit of equipment required. Support staff engagement with activities.</p> <p>4. Clubs provide a range of sporting opportunities including street dance and yoga. CPD Training provided for orienteering.</p> <p>5. Whole school participation in Santa Fun Run, Comic Relief Dance for Fun session, Daily Mile mental health week special. KS1 participation in Virtual Winter Games and KS2 participation in Virtual Active Kids festival.</p> <p>6. Completion of Community Club request sheet. Allocation and timetable of before school, lunchtime and</p> | <p>2. Tracking of pupils’ attendance and engagement in broader extra- curricular sport post event.</p> <p>3. Investment in additional play and sports equipment. Possible use of Teach Active.</p> <p>4. A school plan to allocate different opportunities to different year groups and target groups of pupils.</p> <p>5. Tracking of engagement in broader clubs and extra-curricular opportunities</p> <p>6. Clubs programme incorporates a wider range of festivals and competitions. Allowing our own school staff</p> |
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| <p>Our pupils will be able to clearly articulate which sports and activities they enjoy and why.</p> <p>Our pupils will be able to use correct sporting terminology across a broad range of sports</p> | <p>7. Ensure pupils from our school access the range of Gifted and Talented holiday camps – different pupils access different sports and activities.</p> | | <p>after school clubs.</p> <p>7. Keep a record of letters, invited pupils and those who attended.</p> | <p>to support experts in a range of clubs.</p> <p>7. Link selections to performance in PE, School Sport and ensure pupils 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: |
|--|---|--|--|--|
| | | | | % |
| 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 pupils and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and pupils 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>Pupils 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 pupils in a broad offer of competitions. 2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities. 3. Development of intra (in school) competitive opportunities. 4. Ensuring pupils access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond | <p>Points 1-4 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 pupils attending. Competitive calendar linked to SSP website. 2. Records of fixtures, training and participants. 3. Annual plan of intra competition to act as trials for inter competition. Rounders competition between Year 5 & 6 classes. School sports day for EYFS & KS1 and KS2 provided house team competition. 4. Records of pupils who attend, SSP links to local clubs. | <ol style="list-style-type: none"> 1. Annual calendar discussed and produced in consultation with staff and pupils. 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. Build intra competition into whole school diary- sports council to be involved in this. 4. Celebrate the success of these at sport assembly. |

Signed off by

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| Head Teacher: | <i>C. Radipati</i> |
| Date: | 19/07/2022 |
| Subject Leader: | <i>J. Tingey</i> |
| Date: | 19/07/2022 |
| Governor: | <i>J. Jackson</i> |
| Date: | 22/07/2022 |