

# 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](http://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 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£ 17660.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17660.00

## 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><b>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</b></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><b>N.B.</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.</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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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: 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?:	
<ul style="list-style-type: none"> <li>Children to run The Daily Mile at least three times a week to improve their fitness, help to promote a healthy mindset, improve stamina and allow for a brain break</li> </ul>	<ul style="list-style-type: none"> <li>The Daily Mile is timetabled in and carried out three times a week by all year groups</li> </ul>		£0	<ul style="list-style-type: none"> <li>All children in all year groups have consistently been running the Daily Mile at least three times a week. All children participate and are encouraged to run/walk. Many children have counted their laps and have enjoyed seeing how they have progressed over the year. The sports coaches, during their PE lessons have recognised an increase in the children's stamina and fitness. This has been also really apparent during preparation for Sport's Day where ALL KS2 pupils have been able to</li> </ul>	
				<ul style="list-style-type: none"> <li>This is easily sustainable for the next academic year, but all teachers/PE lead needs to ensure that all classes timetable this into their weekly timetable. For further impact, classes could calculate their weekly laps and compete against other classes as an in house, ongoing competition.</li> <li>Class teachers could keep individual records to monitor fitness improvement over the year.</li> </ul>	

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<ul style="list-style-type: none"> <li>- Sporting activities delivered for the full 1hr of lunch 3 x per week by professional coaches</li> <li>- Run three football games every break and lunch to increase the number of players that can take part.</li> <li>- Climbing wall has been a new addition to the playing field this year to increase physical activity.</li> <li>- The playframe to be available to all years groups 1-6 for a full lunchtime each week.</li> </ul>	<ul style="list-style-type: none"> <li>- Hire sports companies to provide a full 1 hour of physical activities at lunchtime to increase physical activity levels for pupils.</li> <li>- Field arranged with three sets of football goals to allow games according to age: KS1, Y3/5, Y5/6</li> <li>- All children are allowed to use the climbing wall every break and lunch.</li> <li>- Schedule in place to ensure each class has the opportunity to use the play frame for a full lunch and</li> </ul>	<p>£2825</p> <p>£250</p> <p>£0</p> <p>£0</p>	<p>complete the long – distance running with ease.</p> <ul style="list-style-type: none"> <li>- Each activity has very high participation levels. Staff have noticed far fewer pupils not being active at lunchtimes.</li> <li>- By splitting the games by age has increased the enjoyment for pupils and has therefore increased physical participation rates in football</li> <li>- Football has extremely high participation rates with some classes having up to 50% of their class participate.</li> <li>- Allowing continuous access to the climbing wall has been particularly popular with our KS1 and LKS2 children which has really supported many of their fine motor development increasing the strength in their fingers.</li> <li>- Access to the playframe has increased physical participation levels by engaging children in a</li> </ul>	<ul style="list-style-type: none"> <li>- We aim to provide a physical activity for 1hr each day delivered by professional coaches.</li> <li>- To continue to provide three separate football games each lunchtime.</li> <li>- To also have a basketball game take place.</li> <li>- To continue to allow open access from all classes to use the climbing wall.</li> <li>- Playframe will continue to be utilised and access to be rotated between classes through the</li> </ul>
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<ul style="list-style-type: none"> <li>- Variety of play equipment available at play times to increase physical activity at playtimes.</li> </ul>	<p>play time each week.</p> <ul style="list-style-type: none"> <li>- Play equipment monitors selected from Y6 to ensure a variety of equipment is accessible each day for children to use. To also have responsibility of ensuring the equipment is used correctly and looked after. Making sure it is put away safely each day.</li> </ul>	<p>£600</p>	<p>playful form of exercise.</p> <ul style="list-style-type: none"> <li>- Having a variety of play equipment available has increased physical participation at lunchtimes for all classes. It is a non-structured form of exercise which appeals to our children who are more reluctant to take part in any form of exercise.</li> </ul>	<p>week.</p> <ul style="list-style-type: none"> <li>- To set mini challenges for the equipment to increase children's enthusiasm to join in. E.g Skipping competition, who can do the most skips in row?</li> </ul>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: %0</p>
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Intent	Implementation		Impact	
<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>
<ul style="list-style-type: none"> <li>- Reintroduce Forest School throughout the school so that EY-Y6 have an opportunity to participate in outdoor experiences that will involve physical activity.</li> <li>- Pupil perception survey to be completed by Active Suffolk to identify next steps for whole school improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Employ a Forest school leader to deliver sessions to provide children with outdoor experiences and life skills.</li> <li>- Arrange a date for Active Suffolk to deliver questionnaire.</li> </ul>	<p>£0</p> <p>£0</p>	<ul style="list-style-type: none"> <li>- Although this is not yet in place, we have employed a Forest School leader to commence in Sep 22.</li> <li>- We have been in conversation with Active Suffolk to deliver a survey in the Autumn term to identify next steps for whole school improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Provide weekly sessions for EY and Y1. A full term for Y2 and then for the remaining year groups to each have half a term (~6x 2hr sessions)</li> <li>- To complete a post questionnaire to monitor impact of any changes made.</li> </ul>
<ul style="list-style-type: none"> <li>- Bike to school week</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage as many children</li> </ul>	<p>£0</p>	<ul style="list-style-type: none"> <li>- Many children who would</li> </ul>	<ul style="list-style-type: none"> <li>- Organise another Bike</li> </ul>

<ul style="list-style-type: none"> <li>- Athlete visit (Darren Johnson) Professional American basketball player and coach</li> </ul>	<p>as possible to bike to school for the week to celebrate the Women's Tour 2022.</p> <ul style="list-style-type: none"> <li>- Deliver a coaching session to Y5 and Y6 to raise the profile of basketball and inspire them to participate.</li> </ul>	<p>£0</p>	<p>normally be taken by car to school biked instead for the entire week. Some of which enjoyed it so much, they now regularly use this as an option of getting to school.</p> <ul style="list-style-type: none"> <li>- Many children were inspired by his basketball skills and now regularly play basketball at playtimes.</li> </ul>	<p>to school week and have an interschool competition for the number of miles they can complete in a week</p> <ul style="list-style-type: none"> <li>- To invite another athlete from another sport in to inspire the children and demonstrate skills whilst involving their participation across the school.</li> </ul>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: &lt;%1</p>
Intent	Implementation		Impact	
<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>
<ul style="list-style-type: none"> <li>- Buy into the PE Hub scheme to ensure clear progression through years, to secure subject knowledge and coverage.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers who are teaching their class PE to use the PE hub lesson plans, videos, sequence of learning to deliver a high – quality PE lesson.</li> <li>- All sports coaches to also use the PE hub plans, but adapt these to again ensure coverage, progression and consistency.</li> </ul>	<p>£350</p>	<ul style="list-style-type: none"> <li>- Teachers that have taught PE this year have been able to deliver a good PE lesson through the use of a well – planned/sequenced lesson that has provided them with the subject knowledge required. The children have had a variety of different skills/games taught this year with key vocabulary and able to progress</li> </ul>	<ul style="list-style-type: none"> <li>- It would be really effective to buy into the PE Hub, or a similar scheme to ensure consistency, progression and provide teachers with subject knowledge.</li> <li>- To allocate some of the spending for CPD for our teachers with our</li> </ul>

	<ul style="list-style-type: none"> <li>- Introduce a comprehensive but 'user friendly' assessment system linked to the scheme we follow to provide a clearer understanding of what 'working towards', 'expected' and 'exceeding' looks like.</li> </ul>		through each lesson, building on previously taught skills.	<p>sports coaches so that the teachers that will be teaching PE next year have some allocated time to spend with our sports coaches to help upskill them with subject knowledge and skill progression.</p> <ul style="list-style-type: none"> <li>- Assessments to be shared between coaches and cohorts so that class teachers are aware of the children's PE ability. To be shared with PE lead to monitor progress.</li> </ul>
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: %47
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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?:
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>- A range of afterschool clubs available 4 days per week.</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly afterschool clubs for all pupils KS1/2. Our sports coaches and an additional extra out of school sports coach provide 4 afterschool clubs each week, changing the sporting activity termly to</li> </ul>	£2400	<ul style="list-style-type: none"> <li>- Each term, all classes had the opportunity to attend the afterschool clubs. We asked for a £1 contribution weekly to ensure we didn't overspend but also felt that this was a very minimal price and it also allowed</li> </ul>
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>- To continue with weekly afterschool clubs, using coaches. Possible pupil perception to help decide on what clubs to run so that we are getting a range of</li> </ul>




<ul style="list-style-type: none"> <li>- Arrange enrichment days</li> <li>- Active Suffolk Physical Activity Sports Festival</li> </ul>	<p>allow exposure to a range of sports.</p> <ul style="list-style-type: none"> <li>- Book a Bollywood dance day for children to learn cultural dances and work and partake as part of a team.</li> <li>- Book for all pupils to have 2x Sports Enrichment days which allows pupils to partake in a range of different sports activities, ones that they would not normally experience. (Explore outdoor and SSG)</li> <li>- Take part in the Active Suffolk Physical Activity</li> </ul>	<p>£700 + £675 carried over from last year.</p> <p>£4535</p> <p>£0</p>	<p>for us to still have high participation. Each term, the clubs changed to allow a variety of different sports activities which meant there were different children joining each term. Not only did this promote extra fitness time but also the ability to develop skills taught in school and work as part of a team</p> <ul style="list-style-type: none"> <li>- All pupils were able to take part in the Bollywood Dance day, learning 2 dances from a different culture. They also learnt to follow instructions and work as part of a team.</li> <li>- All pupils had two day of sports enrichment activities one lead by the local sports centre and the other by SSG Adventure and Challenge Experiences. They took part in many new activities which taught them to work as a team, follow instructions and conquer fears.</li> <li>- Children from Y5 and Y6 were selected through a conversation between the</li> </ul>	<p>children attend and not just the regular children.</p> <ul style="list-style-type: none"> <li>- These activities were fantastic and the children learnt and experienced so much from these. This should continue next year and if the budget will allow, it would be ideal if the enrichment days were slightly different to this years', to again expose the children to a variety of different activities.</li> <li>- To make further links with Active Suffolk and to attend next</li> </ul>
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<ul style="list-style-type: none"> <li>- 100% Sports day participation</li> </ul>	<p>Festival at Samuel Ward Academy to encourage our reluctant physical activity participants to engage in some fun sporting games delivered by Ipswich Town Football Club coaches.</p> <ul style="list-style-type: none"> <li>- Share sports day events with coaches and teachers prior to the event to build children's confidence and skills</li> </ul>	<p>£0</p>	<p>class teacher, PE lead and coaches to decide which children would benefit the most from attending to boost their sporting enjoyment and confidence. Sports lead attended with the children and it was incredible to see the children who often are reluctant to join in really enjoy the sporting activities on offer and were physically active for an entire morning.</p> <ul style="list-style-type: none"> <li>- All children participated in physical activities for an entire school day with much enjoyment.</li> </ul>	<p>year's festival with more participants.</p> <ul style="list-style-type: none"> <li>- To use a carousel approach of activities again next year to expose children to more activities.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<%1
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:
<ul style="list-style-type: none"> <li>- Participate in outer school sports competitions to encourage competitiveness, team work and sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>- Work alongside SGO to enter and participate in a range of different sports</li> <li>- Enter the local Prestige Football league</li> </ul>	£0  £150	<ul style="list-style-type: none"> <li>- Due to COVID restrictions in the Autumn and Spring term, outer sports competitions were not able to take place. In the Summer term, schools were still hesitant to host competitions and few have been available to us as a school with adequate time to take part in.</li> <li>- The Y5/6 Football Team were very successful and all participants thoroughly enjoyed being part of the team and competing on behalf of our school.</li> </ul>	<ul style="list-style-type: none"> <li>- To run one of our lunchtime clubs with a focus to train our football team.</li> <li>- Sports lead to continue to work alongside SGO to plan and take part in outer school competitions as things have now returned to 'normal'.</li> </ul>

£5198 still to be spent: Forest school equipment, Equipment for Early Years space – to be ordered over the summer

Signed off by	
Head Teacher:	
Date:	20.07.22
Subject Leader:	Isabelle Weaver
Date:	20.07.22

Created by:



Supported by:



Governor:	Draft shared with LGB
Date:	04.07.22