

Evidencing the Impact of the Primary PE and Sport Premium

Report for academic year
2021 - 2022

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - High quality PE and sport sessions provided by qualified coaches who are employed, full time within the school - A wide variety of sports clubs on offer for all pupils in after school clubs (this year, when Covid-19 rules permit) - Daily Lunch and Break-time games/sport provision for pupils - Targeted adult support in all PE lessons to support pupils with SEN to ensure inclusive participation - School is highly active in the local sports association – organising and/or participating in all sporting competitions and fixtures - Achievement in inter-school sports competitions is particularly high in Football (girls and boys), rounders and athletics - High quality fitness trail equipment in place and used at break/lunch times, and for movement breaks - Bark track around field to enable daily mile to be completed in all weathers - Termly fitness assessments track pupil progress and allow for curriculum content to be targeted to meet pupil’s needs - Forest schools provision established and all pupils have had the opportunity to have sessions 	<ul style="list-style-type: none"> - Provide opportunities for outdoor and adventurous activities such as climbing, water sports and orienteering. - Embed opportunities for physical activity and movement throughout all curriculum areas through use of the school grounds and local area (eg through Forest Schools). - Continue to re-establish teams to compete in all local sports association leagues and competitions and progress through County pathways to evidence impact of high quality coaching input

Meeting national curriculum requirements for swimming and water safety.	
<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>	60%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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 - £881 used for additional swimming lessons for year 5 due to Covid Catch Up. Year 6 lessons, as per the curriculum offer, were fully funded from core budget.

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		2021-22 funding allocated: £19,190 £11,290 carried forward from 2020/21 premium due to Covid-19 school closures. Total in year spend: £30,480		Date Updated: 31.07.2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Amount of total allocation of 2020/21 funding:
					£10,788 35%
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:			
All children who attend breakfast and after school club have the opportunity to take part in a range of physical activities every day. This will support the development of healthy minds and bodies and get children ready for learning at the beginning of the day and to relax after the school day.		Breakfast and after school club staff to support and encourage children to engage in physical activity eg by facilitating games Use of small playground equipment eg skipping ropes, pop up badminton set, balls Adults encourage and supervise use of the fitness trail equipment.		N/A	
				Range of opportunities for physical activity incorporated into after school club planning and publicised to children and parents. 100% of children attending the post-4pm session of after school club take part in a physical activity.	
				Continue next academic year.	

<p>Break and lunchtimes offer a wide range of opportunities for physical activity for all children, including those with SEND. This will promote positive social interactions, positive behaviour and give opportunities for additional physical activity.</p>	<p>Break and lunchtime staffing increased to ensure daily organised games for all children to participate in and teaching of games/skills.</p> <p>Table tennis table and bats provide low impact, physical activity opportunities.</p> <p>Wide range of equipment purchased for use at break and lunch times eg. Bats, balls, frisbees, ribbons, badminton/volleyball nets, team building games.</p>	<p>£5163</p> <p>£2013</p>	<p>Pupil perception data – qualitative and quantitative to show impact of investment in fitness trail and equipment. Behaviour and social interactions have improved because of the opportunities on offer. *</p> <p>Pupils are more active in PE lessons because of increased stamina. Higher attainment in PE sessions. Attitudes to learning improved with healthier minds and bodies. SATS results will improve overall year on year, due to improved mental and physical wellbeing.</p>	
<p>Daily Mile or similar physical activity undertaken by all children at least 3x per week, in addition to PE lessons, providing physical activity opportunity of at least 30 additional minutes.</p>	<p>Children encouraged to use playground and/or field to run or brisk walk the mile.</p>	<p>No cost this year</p>	<p>(See above *)</p> <p>Fitness levels improve due to increased physical activity. This will have a positive impact on achievement and attainment levels in PE lessons and well as on emotional wellbeing.</p>	<p>Continue to budget to replenish bark as needed to ensure safety and usability of track.</p>
<p>All children to be equipped with the correct kit to take part in PE lessons, sports clubs and competitions. Children will not be disadvantaged due to financial circumstance.</p>	<p>PE kits to be purchased to be purchased in a range of sizes which can be loaned out to children without kit for a lesson/club. If children do not have kit due to family financial issues, this will be provided to them.</p>	<p>£3612</p>	<p>Kit purchased to ensure that all children are able to take part in PE lessons, clubs and competitions, regardless of circumstance.</p>	<p>Tracksuits to be purchased so that teams attending matches/competitions look smart and reflect the high expectations we have of children and they have of themselves.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>£0 0%</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>
<p>Highly skilled, full time, PE coaches employed to teach PE lessons and sport across all year groups.</p> <p>High quality equipment purchased to ensure that lessons can be delivered to a high standard and meet health and safety requirements.</p>	<p>Continue to employ sports focused staff.</p> <p>PE coaches continue to lead a minimum of two hours of high-quality PE lessons for every child, every week.</p> <p>PE coaches undertake regular CPD and performance management to ensure standard of provision remains consistently high.</p> <p>PE coaches work with PE lead to complete MME assessments for PE and Sport, in line with other foundation subject development.</p>	<p>N/A - funded from core funds</p>	<p>Pupils make good progress across a range of sports because of high quality teaching of skills and knowledge. Pupils' health and fitness will improve, as will their competition skills and social interaction. Pupils showing promise and interest in particular sports are signposted to local clubs and extra-curricular opportunities.</p> <p>Behaviour in PE lessons is consistently well-managed because PE coaches know children well and have built solid working relationships with them.</p>	<p>Identify gaps in knowledge or confidence of PE coaches and provide internal and external CPD to develop skills.</p>
<p>Results of sports competitions shared with parents and school community on school newsletter, Facebook page and on Class Dojo to celebrate successes and inspire further participation.</p>	<p>Continue to share achievements with school community. Consider sharing specific successes with the Clacton Gazette for further exposure.</p>	<p>N/A - funded from PPG funding</p>	<p>Number of parents accessing information has significantly increased this year meaning more parents are celebrating sports successes. The number of children accessing clubs and sports activities outside of school has increased (data gathered through pupil perception/questionnaires).</p>	<p>Continue to explore opportunities and platforms to share information with parents eg SeeSaw next year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				£1917	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?:	
PE coaches are actively engaged with CDPSSA; attending meetings, organising and assisting with local sports events, accessing CPD opportunities and supporting children to engage in a wide range of inter-school sports competitions.	Pay annual subscription to local sports association.		£200	PE coaches continue to introduce new ideas and activities based on those learnt through CPD opportunities. PE coaches are confident and highly able to teach pupils with a range of abilities and needs across KS2.	
A fully trained, level 3 Forest Schools Leader delivers high quality outdoor learning to all classes across the school throughout the year. Outdoor learning is well resourced so that children have the opportunity for rich learning experiences that develop a broad range of skills.	Forest School resources Forest School shed for safe storage of equipment		£1415 £302	Forest Schools sessions have been delivered to all classes across the school. Equipment has been purchased and put to use in sessions. Evidence seen through SLT session observations and pupil voice.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				£21,697	71%
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?:	

Continue to offer a wide range of extra-curricular sports clubs, outside of school hours, to increase opportunities for pupils to partake in physical activity.	Both PE coaches to lead sports clubs after school 4x per week. These should be varied in nature and reflect CDPSSA inter-school sports competitions.	£13,004	Number of pupils accessing after school sports clubs continues to increase. This enables a greater pool from which PE coaches can select for CDPSSA leagues and competitions. Wide range of clubs offered to appeal to as many children as possible. Number of children accessing clubs over the year is 110+	PE Team to work with PPG lead to measure and analyse data to ensure measures are put in place to 'close the gap' with non-PPG pupil participation.
Year 6 children offered a subsidised course of swimming lessons with an aim to increase the percentage of children exceeding baseline standard of being able to swim 25m by the end of KS2. This will mean that children have the skills to keep themselves safe around water and develop a key life skill.	Pupils to be taught by ASA qualified swimming teachers. NB: these are additional sessions for year 6 pupils. All pupils receive swimming lessons in year 5 which is funded by core budget, not Sports Premium funding.	£881	Children able to swim 25m increased from 35% baseline to 60% after additional lessons given outside of the normal curriculum timetable.	Continue with swimming provision when COVID-19 restrictions are lifted
Organise a school sports week in the summer term with outside companies providing sporting opportunities that are not ordinarily offered within the school curriculum. Children will get high levels of enjoyment from the opportunities which will have a positive effect on mental wellbeing and will allow children to develop skills in new sports/activities.	Sports week activities: <ul style="list-style-type: none"> • Curve Water Park • Aerial School • Aeroball, Climbing wall & Fencing (Outdoor Education Company) • Archery • Danny Crates – Motivational speaker • Boxing 	£1300 £300 £1370 £3600 £762 £480 Total: £7812	All activities were enjoyed by the children participating and feedback given was 100% positive. Children took part in sports that they had never tried before which developed confidence and promoted positive mental health, which was so important post-pandemic.	Consider budget for next year to enable a Sports Week to take place again in the summer term.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£385 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:
Continue to enter inter school competitions and leagues through the CDPSSA including rounders, boys and girls football leagues, netball, tag rugby and indoor and outdoor athletics. Pupils will have the opportunity to partake in competitive sport and develop both their game skills and sportsmanship.	Organise transport to ensure all pupils selected can participate, regardless of personal circumstance.	£385	All CDPSSA leagues entered this year. Runners up in the boys football league and netball league. 3 rd Place at Garrison Athletics. Winners of local tag rugby competition – pathway to County finals.	Continue to review PE curriculum to ensure that skills taught feed into the variety of competitions offered through CDPSSA. Gap analysis of skills (children and coaching staff) and opportunities to ensure broad and balanced extra-curricular events. Continue to subscribe to CDPSSA.

Signed off by	
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Date:	31.07.22
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