

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](#).



Created by:



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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23 | £21,600 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £21,600 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £21,600 |

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>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> | 45 % |
| <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> | 30 % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 50 % |
| <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/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.


| Academic Year: 2021/22 | Total fund allocated: | Date Updated: | | |
|--|--|--------------------|--|---|
| 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: 61% | |
| 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: |
| To run a selection of extra-curricular sports clubs for all ages across the school. | Sports clubs ran by teachers, school sports coach and external sports coaches. | £ 200 | OPAL up and running and accessed by every child in KS1 and KS2. | Storage for OPAL enables us to continue next year. Some equipment needed for next year. |
| To ensure that children have varied and engaging equipment during playtime and lunchtime using the Opal scheme. | Purchase new container and equipment to follow the opal scheme. | £10,000 | Enhanced PE equipment has enabled teachers to deliver higher quality PE lessons. | Staff training and assemblies has led to greater sustainability. |
| To ensure that the PE lesson equipment is kept stocked up. | Order equipment that is needed to ensure that quality PE lessons can occur. | £ 3000 | Enhanced PE equipment has enabled pupils to access more resources during PE. | Some new equipment needed but training and support from subject lead to encourage use. |
| | | | Percentage of total allocation: | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 10% |
|--|--|--------------------|--|---|
| 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: |
| Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Sports personality trophies given out at the end of the year. | Weekly assemblies and sports fixtures celebrated. Purchase the sport personality trophies. | £ 100 | School sport mentioned in assemblies encourages pride in achievement and makes children want to do well in sport. | School to consider Athletics kit next year. |
| To ensure that the PE kits for competitions are kept smart and up to date. | Order any extra kits that are needed in the following sports: <ul style="list-style-type: none"> - Football - Netball - Tag Rugby | £2000 | Children look smarter and have pride in their appearance. Continued success in sports a testament to this. Good looking kit encourages children to strive to represent the school. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: |

| | | | | |
|---|--|--------------------|--|---|
| To ensure that all teachers who teach PE are confident in all areas of the PE curriculum. | CPD sessions for teachers in the areas of Gymnastic and Dance. | £ 1000 | Better dance and gym lessons observed by subject leader. Teachers report that they find the plans easier to use and much more teacher friendly. Improved confidence from staff teaching. | |
| To ensure teachers are aware and confident with the teaching of Tag Rugby. | Teachers to receive coaching via Basildon Rugby Club. | £ 600 | | |
| To ensure teachers are aware and confident with the teaching of Football. | Teachers to receive coaching via Bright boots Coaching. | £1000 | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| To ensure that the children experience a range of sports in addition to those in the PE curriculum. | Arrange for sessions to happen with the school in the following areas: <ul style="list-style-type: none"> - Archery - Bowling - Table tennis - Ultimate Frisbee - Fencing - Handball | £ 1000 | Children have had experience. | Not sustainable. Staff need training and resources if they are to continue this. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | 17% |
| 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: |
| To ensure that Willows enters into a broad range of sporting events and competitions (including those on SEND register and pupils reluctant to do PE) | Booking transport to the sporting events. | £ 2700 | Willows have taken part in lots of competitions across the county this year. | Increase in petrol suggests that this will need to go up next year. |

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|-----------------|---|
| Signed off by | |
| Head Teacher: |  |
| Date: | 30.7.23 |
| Subject Leader: | Michelle Bernson |
| Date: | 30.7.23 |
| Governor: | Toni-Ann Robinson |
| Date: | 30.7.23 |