

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](https://www.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	£0.00
Total amount allocated for 2020/21	£19600.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£19600.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19600.00

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	Unknown as due to covid restrictions the year 6 group did not have lessons this year.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	% Unable to say due to Covid
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	% Unable to say due to Covid
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Unable to say due to Covid
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/No - Not sure how to answer this?

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:19600.00	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:
				%
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:
Inspire pupils to live healthy, more active lifestyles.	<p>Class bubbles due to the COVID pandemic. Timetable arranged so that each bubble has access to a playground space/ field space and an adventure area as well as an indoor space for 15 pupils at a time. During lockdown and remote learning periods staff to include regular assignments focussing on physical activity, including activities which can take place within the home/garden/ online such as Joe Wickes, kids yoga etc.</p> <p>Following relaxation of class bubbles the children were encouraged to mix in year groups to facilitate regular games and activities</p>	£	<p>All classes made full use of all the spaces, often taking brain breaks as well as regular PE lessons.</p> <p>The majority of children could access some form of physical activity during lockdown and remote learning.</p> <p>Children enjoyed being able to share examples of their online physical activity as well as activity in the home/garden etc</p>	Following the lifting of Covid restrictions and the class bubbles next steps include reestablishing an active participation in SSSPA competitions and activities, Recommence swimming sessions as well as reestablishing Daily Mile activities and walk/ride to school weeks.

<p>Deliver remote/virtual physical fitness sessions</p> <p>Deliver extra curricular Sports activities through the reestablishment of lunchtime and after school sports clubs to establish a lifelong love of sporting activity and to enjoy the social aspects sporting activity can establish.</p>	<p>Sports Day was re introduced in 2022 across the year groups.</p> <p>PE co-ordinator to encourage children to send in photos and video's etc of them completing physical tasks at home through TEAMS</p> <p>Lunchtime and after school clubs started for all year groups.</p> <p>Running club - breakfast, lunchtime</p> <p>Football clubs for :- Girls, Year3&4 mixed and 5&6 mixed</p> <p>Netball year 3 to 6 - mixed</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>To increase the children's enthusiasm for and motivation to take part in Physical Education and School Sport.</p> <p>To provide opportunities for all children to take part in P.E and sport, setting their own goals. This ensures a healthy lifestyle and encourages mental wellbeing through the possibilities of achievement and success and enjoying working with others in team activities.</p>	<p>At the beginning of the year all classes were in bubbles -the school purchased additional break and lunchtime equipment to increase engagement of children in sport/physical activity.</p> <p>Different types of equipment bought for different year groups. and retained by the classes to provide social responsibility for equipment.</p> <p>As Covid restrictions lifted the school re introduced year group activities and sports clubs at lunchtimes.</p>	£3000 - 4000	<p>All children at the beginning of the year were encouraged by peers and staff to engage in activities and to use the provided equipment.</p> <p>With the relaxation of covid restrictions the re introduction of lunchtime and after school clubs raised the involvement of children in sport and games throughout the school.</p>	<p>Covid - To continue to monitor the loss and breakages of the break and lunchtime equipment and restock when necessary.</p> <p>Continue to monitor the engagement of children in clubs and provide different sporting opportunities in different sports by purchasing new equipment.</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:
				%
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>To ensure that each child participates in at least 2 high quality PE/Sport sessions per week</p> <p>To use PePlanning as the main lesson programme across the school.</p> <p>To link with external providers to provide specialist coaching and to work with staff in the setting and running of those sessions.</p>	<p>As far as possible children and staff participate in high quality sessions provide by other school staff or outside providers</p> <p>SSSPA coaching - working in tandem with other class teachers to swap ideas and discuss planning and implementation of lessons.</p>	£3000-£4000	Through assessment by teachers and feed back - teachers and support staff gained in knowledge of PE sessions through this link up.	<p>Pre-COVID St Helen's used a number of outside providers, cricket, SSPSA, tennis, Southend United, as well as school staff.</p> <p>Following Covid relaxation we hope to re arrange and schedule these activities to further support staff in their learning.</p>

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:
<p>Additional achievements:</p> <p>To provide specific year groups with access to external coaching and support following the lifting of Covid restrictions</p>	<p>Year groups were provided with external Sports coaching following the relaxation of Covid Bubbles.</p> <p>Year 5 - Movement and health programme with Southend United Football Club.</p> <p>Year 6 received 6 weeks football coaching with Southend United Football Club.</p> <p>Years 3, 4 and 5 received external coaching for Cricket from Southend Cricket Club for 4 sessions per year group.</p> <p>Year 4 received 6 weeks tennis coaching from a LTA coach.</p>	<p>£300 tennis - funded partially through LTA voucher</p> <p>£ SSSPA - external coaching</p>	<p>Progress monitored by class teachers and external coaches.</p>	<p>To continue working with external providers and re establish involvement with SSSPA competitions and sports events.</p> <p>To re establish more school house sports events.</p> <p>To establish a more diverse offering for sports activities in clubs both after school and during lunches.</p>

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>To provide opportunities for all children to take part in some form of competitive competitive sport activities during the school week.</p> <p>To provide opportunities for children with SEND and/ or mobility and or lower ability in sporting activities to engage meaningfully in sporting activities.</p>	To take part in SSPSA events, local events run through the school as well as Catholic sporting events in our area.	£2000-£3000	<p>Unable to carry out due to COVID. Where possible we took part in online sporting events provided by SSPSA</p> <p>Following the relaxation of Covid rules we wer able to arrange inter school sporting activities based on the house groups including cross country, football and re established the school sports day.</p>	<p>Continue to Re-establish participation in competitive sport through the SSSPA competitions calendar.</p> <p>Allow children time to regain fitness after pandemic through clubs and class activities to prepare them for competitive activities.</p> <p>Re establish termly sports competitions within the school - such as class on class sports and games.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

