

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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](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 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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been continued disruption in 2020/2021 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Pupils were all offered virtual lessons in PE both live weekly and through bespoke videos created for the specific needs of our pupils during the lockdown at the beginning of 2021.</p> <p>Pupils in school (Key Workers/Identified as vulnerable) accessed daily sports clubs in addition to accessing online PE lessons both live and recorded.</p> <p>Virtual sports competitions and festivals were used to engage pupils and inspire them to remain active</p> <p>Virtual sports week organised and managed to ensure all pupils able to continue sporting competition and participation.</p> <p>Increased attendance at external/virtual competitions.</p> <p>The school won the first Santa Run competition held by the CPRSSP</p> <p>Some additional clubs were offered to groups of children.</p> <p>Successful and positive participation in a range of virtual competitions.</p> <p>The school ensured that despite the disruption children were able to access a wide range of skills and sports.</p> <p>Worked in partnership with local clubs to engage children in wider sporting opportunities in the community.</p> <p>Sports coach employed by the school has increased the lunchtime club opportunities for the school, enabling more children the opportunity to represent the school and engage in different sports.</p> <p>Children were provided with an opportunity to meet an Olympian and complete a taster session in fencing.</p>	<p>Improve the equipment the children have available to them during break and lunch session allowing these sessions to be more physically challenging.</p> <p>Arrange CPD training for staff as per outcomes of questionnaires and monitoring.</p> <p>Staff to work alongside coaches to improve their own PE teaching - CPD.</p> <p>Establish and promote more links between the school and local sports clubs/facilities.</p> <p>Provide further support for vulnerable groups to access PE/Sport outside of the school day - clubs and camps.</p> <p>Provide more opportunities/competitions for the children to experience more competitive sport.</p> <p>Further embed the school's PE assessment system.</p> <p>Provide more opportunities to complete clubs before, during and after school.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? 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: 2020/2021		Total fund allocated: £17,590	Date Updated: July 2021	
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:
				13.5%
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 build regular physical activity into the school day for all students.	Continue to complete the Daily K during the daily timetable. Monitor that Daily K sessions take place. Introduce new around the world challenge.	-	Daily sessions are provided. Children are completing 15minutes additional activity every day. Children have a purpose for the Daily K. Children motivated to complete the challenge as they feel apart of a whole school challenge. The children also collected certificates for key mile stone.	Continue to complete Daily K sessions. Consider next physical challenge we could complete next year.
To provide a breadth of opportunities for pupils to be active daily including break, lunch and cross curricular activities.	Timetable wellbeing sessions for each class. Continue to monitor wellbeing sessions. Provide staff with ideas/resources linked to wellbeing sessions especially those that involve physical elements.	-	Daily wellbeing sessions are held. Further opportunities for the children to complete physical activities. Children are provided with strategies of how to improve both physical and mental health.	Continue to complete Daily Wellbeing sessions. Track the impact of the sessions. Continue to use ideas and resources from this week.

Created by:



Supported by:



<p>To further improve the physical challenge when interacting with resources at break times.</p>	<p>Ask Hadleigh Leaders what equipment they think would encourage the children to become more active during break times.</p> <p>SLT to act on feedback from Hadleigh Leaders.</p>	<p>£300</p>	<p>Hadleigh Leaders held a vote (British Values) to decide on new equipment</p> <p>Children much more active at lunchtime due to the markings placed on the floor.</p>	<p>Equipment will be long lasting. Hadleigh Leaders are already considering activities they can run in 2019 to generate further funds to add to existing resources outside.</p>
<p>Sports Coach (SC) - Engage with children throughout the school and at break times to encourage physical activity as well as provide outstanding PE sessions</p>	<p>Provide SC with additional support and a wide range of resources to enable them to complete their roles at break times.</p> <p>Timetable classes to ensure all classes needs are met.</p> <p>Involve the children in deciding what is offered at break times.</p> <p>SC to design and complete physical assessment of the children to measure impact of support provided.</p> <p>SC will lead 1 PE session per class every week.</p>	<p>£2,031 (total cost for SC £8,123 divided over KI 1/2/4/5)</p>	<p>More lunch time activities were held during the year. All children provided with opportunities to complete structured physical activities</p> <p>Some of the lunch sessions were used to introduce the children to new sports.</p> <p>Positive impact on both physical and emotional development.</p> <p>Selected children identified for additional physical activity.</p> <p>All children were baselined and assessed at the end of the year. All children demonstrated progress in all aspects of the physical assessment.</p>	<p>Continue to use the assessment designed and started this year over next few years. This will enable the school to be able to clearly track the progress the children have made over several years linked to physical achievement.</p> <p>Arrange for more clubs and activities to be offered to all children before, during and after school.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				28.5%
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>Celebrate successes in sport and make links to the school's core values.</p>	<p>Continue to hold Sports Hero Awards three times a year - Given to two children in each class from N - Year 2. Award to be given for specific skills linked to the school's core values or a sporting value (collaborative / Independence etc.)</p> <p>Hold termly assembly to celebrate Sports Heroes.</p> <p>Prize given to award winners.</p> <p>Display in the hall linked to Sports Heroes.</p>	<p>£265</p>	<p>Sports Heroes Awards have continued to imbed the school's core values and highlight the key values linked to sport.</p> <p>Sports Heroes Awards raised the profile of Sport and associated skills across the school.</p> <p>Higher interest in PE sessions from both Boys and Girls.</p> <p>Pupil perceptions show a greater interest in sport s offered by the school.</p> <p>Children collectively celebrated the achievements of others.</p>	<p>Continue to give Sports Hero Awards in 2021/2022. Try to make further links to the CRSSP new sportsmanship awards/badges.</p> <p>Use the stories associated to these achievements to inspire others.</p> <p>Further track the motivation and engagement in PE.</p>
<p>Inspire children to consider potential futures in sport whilst also demonstrating that education and school experiences play a huge role in future achievement.</p>	<p>Arrange for an Olympic Athlete (James Beevers - fencing) to visit the children.</p> <p>Athlete to complete class workshops and whole school assembly linked to making links between sport and education.</p> <p>Q+A to be completed.</p>	<p>No cost from SP funding as PA donations paid for this event.</p>	<p>Children inspired.</p> <p>Children were made aware that even sports men and women need education to support them.</p> <p>James spoke with the children about dedication and resilience - helping to improve the mindset of children.</p>	<p>Staff to use examples from assembly to promote the links between sport and wider education.</p> <p>Use James' stories of resilience and how to overcome obstacles.</p>

<p>Sports Coach to be used in a range of ways during the year including support the development of fine and gross motor skills. SA to also be used as a role model for promoting Reading/ Writing and Maths through physical activities.</p>	<p>SC to complete fine and gross motor sessions with identified children on regular basis.</p> <p>SC to work with specific children during core session to provide support and a positive sporting role model in wider education.</p>	<p>£2,031 (total cost for SC £8,123 divided over KI 1/2/4/5)</p>	<p>Positive sporting role model provided for children.</p> <p>Improvements made in aspects of the curriculum such as handwriting. (large focus on EYFS and Year 1)</p> <p>Additional support provided for children in core subjects.</p>	<p>Consider how SA can be used to support the school SSP - challenge at all levels and improving standards in literacy.</p>
<p>SSP BRONZE MEMBERSHIP MODEL – all strands contribute to this area School Sport is most prominent. To impact on all children and staff in EYFS and Key Stage 1.</p>	<p>Identify SSP interventions and support to target whole school issues e.g. training of PALs and Middays to improve behaviour at lunchtimes.</p> <p>Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across the curriculum. How PE can positively impact on outcomes of the wider curriculum.</p> <p>Attendance at PE Lead meetings and share outcomes across whole school.</p>	<p>£2,716.75 (total cost for SSP membership / specialist teachers £10,867 divided over KI 2/3/4/5)</p>	<p>Promoting independence of children.</p> <p>Lunch time supervisors continue to develop their skills to promote positive behaviour and physical activities.</p> <p>PALs promote British Values by understanding differences of views and showing respect for each other.</p> <p>Tracking of number of incidents recorded at lunchtimes has demonstrated that there were less issues.</p> <p>Staff inset provided teachers with ideas and resources to develop key literacy and numeracy skills through sport and PE which were seen in subsequent learning walks.</p> <p>PE Lead was up-to-date with new changes.</p>	<p>Continue to use PALs scheme at playtime and lunchtimes. Mid-days to cascade information and strategies to new members</p> <p>Teaching staff to further implement physical numeracy and literacy into their learning.</p> <p>PE Lead to continue to provide staff with support and information to develop practice.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15.5%
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:
SSP BRONZE MEMBERSHIP MODEL – all strands contribute to this area High Quality PE is most prominent. To impact on all children and staff in EYFS and Key Stage 1.	<p>Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff.</p> <p>Attendance at SSP PE Lead meetings to gain knowledge to share.</p> <p>Book termly staff inset sessions PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across the curriculum.</p>	£2,716.75 (total cost for SSP membership / specialist teachers £10,867 divided over KI 2/3/4/5)	<p>Teachers' ability to teach high quality PE sessions has continued to improved.</p> <p>Teachers able to gain vital experience and knowledge from working with SSP coaches and teachers.</p> <p>PE Lead was up-to-date with new changes.</p> <p>Staff inset has provided teachers with ideas and resources to develop PE teaching as well as key literacy and numeracy skills through sport and PE.</p>	<p>Teachers able to use knowledge from team teaching to improve outcomes for all children in all PE sessions.</p> <p>Teaching staff to continue to use the activities and ideas suggested to teach key skills through sport and physical activities.</p> <p>PE Lead to continue to provide staff with support and information to develop practice.</p> <p>HT will observe to see how sport is being used across all aspects of the curriculum.</p>
Ensure that the PE Lead has relevant and up-to-date information to further improve the provision of the school's PE offer.	<p>Attendance at SSP PE Lead meetings to gain knowledge to share.</p> <p>Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.</p> <p>Wider use of SSP infrastructure to network and share ideas.</p>	£2,716.75 (total cost for SSP membership / specialist teachers £10,867 divided over KI 2/3/4/5)	<p>PE Lead was up-to-date with new changes. PE Lead and school had a better understanding of what support was available to drive improvement in PE provision.</p> <p>Resources collected and given to staff.</p> <p>Quality of PE sessions improved.</p> <p>PE Lead has completed the Sports Mark (awaiting to hear the outcome)</p>	<p>PE Lead to continue to access conferences and courses and provide staff with support and information to develop practice.</p> <p>Look to see how we can improve the level of Sports Mark.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
				15.5%
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 BRONZE MEMBERSHIP MODEL – all strands contribute to this area School Sport is most prominent. To impact on all children and staff in EYFS and Key Stage 1.</p>	<p>Access to broad range of Festivals and competitions. Preparing children. Entering groups of children in events aimed at less active children e.g. Multi Skills Festival, Key Stage 1 Winter Games, cricket festival.</p> <p>Engaging different children in performance based opportunities such as the Dance Festival. Ensuring children in school can access non-traditional sporting opportunities.</p> <p>Engage with Active Kids Festivals</p> <p>Use of SSP Community club scheme to offer a wider range of extracurricular clubs.</p> <p>Ensure children from our school access the range of holiday camps – This focus will be on children who have qualified for PP funding.</p>	<p>£2,716.75 (total cost for SSP membership / specialist teachers £10,867 divided over KI 2/3/4/5)</p>	<p>The school has entered a range of events. Providing the children, a range of sporting experiences.</p> <p>Children had the opportunity to complete in a range of virtual festivals.</p> <p>The wider range of sports has enabled the school to encourage more children to take part in events.</p> <p>All children were given the chance to complete extracurricular activities arranged by CRSSP staff. 60 spaces were filled per term.</p> <p>The school ran its own afterschool clubs linked to a range of sports. These were free for children to attend and were attended well.</p> <p>Some of the school's PP children took up the opportunity to attend the holiday camps.</p>	<p>Community links to local clubs have been made and information about how to continue a sport locally will be provided to the children after each of the PE units.</p> <p>Continue to work with SSP to provide children new experiences.</p> <p>Continue to offer of extracurricular activities. School staff to provide physical after school and preschool clubs free of charge for families.</p> <p>Consider introducing the children to less popular/familiar sports.</p> <p>Continue to offer children opportunities to enter a wide range of competitions.</p> <p>Consider how participation of more vulnerable groups could be increased to access more clubs and camps.</p>
<p>Provide the children with a wide a curriculum that teaches them the core PE skills set out in the school's curriculum whilst also providing them with opportunities to experience a broad range of</p>	<p>PE Leader to design and share new PE curriculum having a bigger focus on more sport based experiences.</p>	-	<p>New curriculum overview was created and shared with staff. This ensured that the school covered 10 different sports across Key Stage 1 whilst the children were taught the core physical skills.</p>	<p>Community links to local clubs have been made and information about how to continue a sport locally will be provided to the children after each of the PE units. During the next</p>

sports.	<p>PE Leader to provide teachers with appropriate plans to ensure that all skills are taught based around a range of sports.</p> <p>PE Leader to ensure that staff's CPD needs are met to ensure that new approach to teaching PE can be completed.</p> <p>School leaders to make links with local clubs to provide further opportunities for all children.</p>		<p>PE Leader ensured that the staff were provided with appropriate planning and resources to ensure that teaching of the curriculum through the sport approach was manageable.</p> <p>PE Leader worked with sports coaches to develop and support the needs of the teaching staff to ensure that this approach was effective.</p> <p>Children were provided with information about local clubs that they could attend after completing each sport.</p> <p>Children and parents spoke positively about the level of engagement linked to the new approach.</p> <p>A small number of children now attend clubs outside of school which was inspired by new sports they experienced during PE sessions.</p>	<p>year look to see if this offer can be extended to other local areas.</p> <p>Consider how participation of more vulnerable groups could be increased to access more clubs and camps.</p> <p>Consider purchasing further resources to further improve the provision.</p> <p>Consider the sports that each year group complete to see if changes can be made to make sessions even better.</p> <p>Consider how the sport approach can be developed into the EYFS curriculum.</p> <p>Continue to offer staff support to further improve the quality of provision.</p>
---------	---	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				27%
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:
Utilise competitive opportunities through the subscription to CPRSSP - SSP BRONZE MEMBERSHIP MODEL – all strands contribute to this area School Sport is most prominent. To impact on all children and staff in EYFS and Key Stage 1.	<p>Enter school into the virtual competitions available through CPRSSP.</p> <p>Entering groups of children in events aimed at less active children e.g. Multi Skills Festival, Key Stage 1 Winter Games, Cricket Festival, Dance Festival and Key Steps Gymnastics.</p> <p>Development of intra (in school) competitive opportunities. (Sports Day / EURO competition)</p> <p>Create virtual adult vs children challenges during school closure within classes and year groups.</p> <p>Arrange inter class competitions and challenges – sign post all teaching staff to various challenges on CPRSSP website.</p> <p>Keep school community up to date with virtual competitions and challenges through weekly staff meetings, social media pages and parent mail.</p>	£2,716.75 (total cost for SSP membership / specialist teachers £10,867 divided over KI 2/3/4/5)	<p>Lots of children had the opportunity to complete in competitive sports despite some of the arranged competitions not taking place.</p> <p>All children within the school were able to experience some type of competitive activity during the year. The school provided many competitive opportunities either as a class, year group or whole school. This was further supported by the planned applying sessions at the end of each PE unit which saw the children apply their skills and knowledge in competitive sessions against others.</p> <p>The school won the first ever Santa Run completion between all of the BATIC school who are part of the CPRSSP.</p>	<p>Continue to offer competitive sport to children within the school.</p> <p>Continue to build a nature of competitiveness through all aspects of school life - this should lead to improvements in all areas of school including attendance/outcomes.</p> <p>The children who have been exposed to competitive sports are more likely to play sport and be more active as they become older.</p> <p>Hold an Inter-sports competition next year linked to commonwealth games.</p> <p>EL to continue to ask for further opportunities for the younger children to compete in competitive competitions.</p>

Sports Coach to provide support linked to the participation in competitive sport.	<p>SC to support PE Lead to prepare children for competitive sports competitions.</p> <p>Provide support on the days of competitive competitions to ensure that more children are able to attend the sessions.</p> <p>SC to lead on school's inter-school competitions.</p>	£2,031 (total cost for SC £8,123 divided over KI 1/2/4/5)	<p>Introduction of the fully competitive competition in school. This was led by the SC.</p> <p>More children were able to attend competitions.</p> <p>More competitive competitions were completed (virtually and in person).</p> <p>Children were well prepared for competitions which enabled them to perform well.</p>	<p>Hold an Inter-sports competition next year linked to commonwealth games.</p> <p>Continue to push CRSSP to provide more opportunities for KS1 to take part in competitive sports.</p>
---	---	---	---	---

Signed off by

Head Teacher:	Sam Proctor
Date:	August 2021
Subject Leader:	Emma Larn
Date:	August 2021
Governor:	FGB
Date:	October 2021