

Evidencing the impact of the Primary PE and sport premium

2021/2022
Academic Year

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](#) 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](#)





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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£15,076.00
Total amount allocated for 2021/22	£34,276.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2,869.50
Total amount allocated for 2022/23	£19,200
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22,069.50

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	
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	81%
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	75%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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?	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:		
<p>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</p>			<p>Percentage of total allocation: 51%</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"> All pupils will be physically active for 30mins in school and encouraged to take part in 30mins of activity at home. Children will understand the health benefits of physical activity and will willingly take part in PESSPA. Children will be engaging in active play. School will broaden the variety and frequency of clubs offered. School to maintain the daily mile initiative. See engagement from the least active pupils. 	<ul style="list-style-type: none"> Staff training: Active play Provide resources in the KS1 and EYFS areas to promote physical activity throughout the day. Continue to engage pupils in Daily Mile, with incentives for participation. Sports leader course Provide pupils with home challenge, to promote activity at home. Track children’s activity levels throughout school day. 	<p>£6964.30</p> <p>£4,842.85</p> <p>£0 (Carried forward from 2020/21)</p>	<p>The staff now have a better understanding about how best to engage pupils during break/lunch times. Alongside the additional equipment purchased the school has seen greater levels of activity throughout lunch and play times.</p> <p>The school has continued to run the Daily Mile initiative. Alongside this, staff have access to active blasts which are inclusive of the new PE scheme of learning and are quick activities that can be carried out within the classroom to give children a break and refocus their minds.</p> <p>Children have received multiple</p>	<p>Use a more robust package for training Sports Leaders, to get the most out of them and engage more pupils during break/lunch times. This will allow for a larger variety of activities on offer during these times.</p> <p>Continue the use of Daily Mile and active blast within the classroom.</p> <p>Target the least active pupils with invitations to clubs.</p> <p>Continue to signpost activities and challenge to pupils throughout the year, including local sports clubs.</p> <p>Celebrate the achievements of pupils who are actively engaged in school sports and physical activity.</p>

	<ul style="list-style-type: none"> ● Purchase additional equipment to allow active play/repair existing equipment. 	£3,950.89	challenges throughout the year. This is inclusive of Change4Life's Disney challenge and challenges set in honour of Women's Euros 2022.	
	<ul style="list-style-type: none"> ● Increase extra-curricular activities, which promote physical activity. 	£1,896.60	As a school we have offered more physically active/sports clubs than in previous years. The uptake for these clubs have been high and in most case over subscribed. We have had a 110% more children attending clubs this year.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

32%

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"> ● PESSPA should be looked upon with positivity from all pupils and staff in school. Children will engage in PESSPA throughout the school year willingly, knowing the positive impact it has on their health and development. ● Children will take on leadership roles to support the delivery of school sports. 	<ul style="list-style-type: none"> ● Arrange enrichment days/activities that develop key skills for life and expose children to new sports/activities. ● SEND and Sports Leaders workshop. ● MDSA training with FHSP and Playground activator. 	<p>£6,065</p> <p>£0 (carried forward from 2020/21)</p> <p>£0 (carried forward from</p>	<p>After running an activities week, which allowed pupils to participate in many sports they would otherwise not have had the opportunity to engage with, pupils' voice clearly showed that the pupils enjoyed taking part in the activities and sports offered. Many children were quoted as saying; "This was the best week in school!" The week also highlighted the skills pupils</p>	<p>School needs to highlight the benefits of PESSPA to all stakeholders and introduce an active travel to school initiative.</p> <p>Plan to run future activity weeks signposting local opportunities for children to get experience and get involved in.</p> <p>Utilise the skills of parents, who</p>

<ul style="list-style-type: none"> ● Peer mentoring will feature throughout lessons. ● Engaging fundraisers incorporated into the school year. 	<ul style="list-style-type: none"> ● Source a new playing surface for school field to highlight the importance of PESSPA ● Integrate more physically active sessions across all school subjects. ● Increase physical activity and wellbeing through play. ● Increase OAA provision throughout the school. ● Establish a varied extra-curricular program engaging pupils form all year groups. ● Introduce new scheme of learning. 	<p>2020/21) £TBC</p> <p>£ Funding will come from fundraising, grants and school reserves.</p> <p>£1,260.48</p> <p>£406.28</p> <p>£1,896.60</p> <p>£1,375 (Three year investment)</p>	<p>have/were developing throughout the week such as teamwork, sportsmanship, communication. The incorporation of such activities and clubs throughout the year has also helped to improve the mental health of children and staff. Pupils are now aware of the opportunities they can access outside of school.</p> <p>Children from all backgrounds have engaged with sports and physical activity. Pupil Premium children have been provided the opportunity to experience the wide range of sports/experiences offered. SEND pupils also had the opportunity to take part in competitions. These children now know the benefits that sports/physical activity has to offer.</p> <p>With higher levels of activity during break/lunch times, there are less behavioural issues during these periods.</p> <p>New scheme of learning has helped to build confidence of staff delivering PESSPA. Children are actively engaging within the lessons as they are enjoyable but challenging. Children less inclined</p>	<p>can run events and clubs, to pass on their knowledge of the health benefits of PESSPA.</p> <p>Maintain staff awareness of PESSPA and how it can benefit the whole school for improvement.</p> <p>Develop PESSPA ambassadors to promote PESSPA peer to peer, backed up with the introduction of a sports council.</p>
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			to engaged are also supported through lesson adaptation and so these children engage with lesson more positively. Sports leaders have also helped to raise the profile of PESSPA by engaging more pupils actively.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> To ensure all staff are confident in the delivery of PESSPA and have all the resources, knowledge and skills they need to deliver it, allowing children to receive quality education and experiences. All teaching staff to receive CPD either through coaches or courses. Coaches will be hired to demonstrate good practice in PE. 	<ul style="list-style-type: none"> Provide training for ECTs. Survey staff to highlight areas of weakness and then source and provide appropriate CPD. Hire coaches to deliver quality sessions in school providing teaching staff with on the job training. Source planning materials for staff to use to teach the broad curriculum offer. 	<p>£145</p> <p>£3,793.40</p> <p>£1,375 (Three year investment)</p>	<p>All teachers have had the opportunity to CPD through team teaching/ observing qualified coaches, who are specialists in the areas being taught. Staff feedback through surveys that they felt more confident in teaching PE as a result of this.</p> <p>ECTs had the opportunity to develop their PE teaching skills in a package run by Forest Heath Sports Partnership, for which we are a member. PE lead has received support and guidance</p>	<p>Continue to survey staff on their needs to arrange CPD that bests develops their teaching of PE and sport. CPD may come in the form of a course or whilst on the job through the implementation of coaches.</p> <p>Maintain partnership with the Forest Heath Sports Partnership.</p> <p>PE lead to review weaknesses of PE teaching within the</p>

<ul style="list-style-type: none"> Staff confidence in the delivery of PE is improved. 	<ul style="list-style-type: none"> Buy into Forest Heath Sports Partnership SEND support staff training 	<p>£997.50</p> <p>£2,845</p>	<p>from this partnership, which has helped to improve the teaching of PE and sports across the school.</p> <p>Some staff have also received training on how best to support children with SEND to get more actively involved in PE and sport.</p> <p>New schemes of learning have allowed staff to develop confidence when teaching. The schemes are very robust and staff feel supported to deliver successful lessons.</p>	<p>school arranging CPD opportunities to combat these.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
43%

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"> To offer all children from Year 1 to Year 6 enrichment activities (either brought in to school or by use of external venue), which broaden experiences and promote positive mental health and wellbeing and develop wider skills social skills. 	<ul style="list-style-type: none"> PE Lead to organise activities for each year group e.g. Go Ape, The Playground, Clip'n Climb, Explore Outdoor, Inflata Nation etc. Organise trips to watch local sports teams e.g. 	<p>£6,065</p>	<p>The running of an activities week, allowed pupils to participate in many sports they would otherwise not have had the opportunity to engage with. Pupils have been able to experience archery/combat archery, climbing, Geocaching, OAA, etc. Pupils are now aware of the</p>	<p>Plan to run future activity weeks signposting local opportunities for children to get experience and get involved in.</p> <p>To have termly inter-class competitions, providing more opportunities for children to experience competitions.</p>

<ul style="list-style-type: none"> ● All children will experience a new sport in the form of an experience/activity. ● School will broaden the variety and frequency of clubs offered. ● New sports introduced to pupils as a part of the PE curriculum. ● Pupils provided with the opportunity to attend sporting trips. 	<p>Ipswich Town FC.</p> <ul style="list-style-type: none"> ● Organise the delivery of Bikeability. ● Purchase equipment to further extend the range of sports offered in the school e.g. handball. ● Source planning materials for staff to use to teach the broad curriculum offer. 	<p>£90</p> <p>£7,243.83</p> <p>£1,375 (Three year investment)</p>	<p>opportunities they can access outside of school.</p> <p>New schemes of learning have also allowed the school to cover a wider range of sports taught in school including badminton, OAA, handball, etc.</p> <p>Equipment purchased has meant that all pupils have been able to be actively involved in the lessons and experience the broad range of sports offered by the school.</p> <p>Bikeability arranged and children taught how to ride their bikes safely, encouraging more pupils to take this mode of travel more frequently.</p>	<p>Train staff to lead activities e.g. archery so the school can be self-sufficient.</p> <p>Research/purchase equipment to allow for a broader range of activities in school.</p> <p>Maintain current clubs offer to pupils and extend where possible.</p> <p>Continue to offer Bikeability and introduce Scootlife.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To prepare for and participate in locally run competitions organised by the local school games organiser. To increase internally run competitions across year groups allowing all pupils the opportunity to be involved in competitive sport with the children developing key skills to participate within the competitive environment. Each class will compete against another class several times throughout the year. Locally run competitions will be entered not only at the compete stage but also the develop stage allowing more pupils the opportunity to compete. Enter competitions that are organised by other sporting companies. 	<ul style="list-style-type: none"> Coaches hired to run extra-curricular clubs focused on up and coming competitions. Buy in to local sports competitions (Forest Heath Primary School Sports Association) Participate in competitions run by Ipswich Town FC. 	<p>£1896.60</p> <p>£150</p>	<p>We have been able to enter many competitions run locally, entering multiple teams where possible. The school has entered fewer competitions this year but this was due to cancellations due to COVID. The school has started to enter teams to competitions to develop their skills and build their experience of competition, rather than entering teams simply to compete.</p> <p>Inter-class competitions have been organised allowing all pupils to experience competition.</p>	<p>School to enter A (compete) and B (develop) teams into as many competitions as possible, allowing a wider range of pupils to experience competition.</p> <p>Maintain extra-curricular opportunities to develop pupils for competitions.</p> <p>PE leader to research more competitions run by local sports clubs.</p> <p>To have termly inter-class competitions, providing more opportunities for children to experience competitions.</p> <p>Research travel opportunities to allow greater numbers of pupils taking part in competitions.</p>

Notes:

Percentages of total fund:

The funds allocated within the report may be used to meet several Key Indicator targets and so the percentage of total funds allocated in each Key Indicators is indicative of breadth of coverage and will reflect 'double counting' in many instances — hence it is not intended that the percentages be summed across the range of key indicators.

Signed off by	
Head Teacher:	AGrimes
Date:	19/07/22
Subject Leader:	Mr J Baxter
Date:	18/07/22
Governor:	
Date:	