

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	£896
Total amount allocated for 2020/21	£20,320
How much (if any) do you intend to carry over from this total fund into 2021/22?	£858
Total amount allocated for 2021/22	£20,320
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,178

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	N/A
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 2020. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A

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

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: £21,178		Date Updated: 11/07/2022	
Key indicator 1: The engagement of all 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: 20%
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 achieve a minimum average of 98% of children participating in PE lessons school wide from years Reception - Year 6. - To increase physical activity levels in all students when both in and out of school. - To provide a wide range of extra-curricular sporting activities for the children which further lead into sporting event opportunities of representing the school in competitions. - To increase physical activity during lunch time provision. 	<ul style="list-style-type: none"> - Children to attend school wearing their PE kit on their PE lesson day. - To provide and create links to local sports clubs and teams outside of school, and to promote sporting teams within school. - CPD provided to LSA staff who are on lunchtime duty around 'Active' playground games and activities to play with the children, to be staff led during lunchtimes. - To provide 9 extra-curricular sports clubs (4 before-school & 5 after-school) weekly, to maximise opportunities to participate in a range of 	£4,235.60	<ul style="list-style-type: none"> - PE kit percentage data consistently at 98-100% in all classes across the school, leading to increased participation. - Higher attendance and application to extra curricular clubs, with more children competing to get into the sport teams. Higher participation at Thurrock SSP events. - Lunch & playtime sports equipment provided for all children, structured system of equipment usage implemented, staff on playgrounds now 	<ul style="list-style-type: none"> - Maintain the system of children attending school in their PE kit on their lesson day(s). - To further develop links with external specialist club providers for sports such as fencing. - To continue with CPD to staff for more games to play with the children at play times with the equipment provided. - To provide more club opportunities by developing those links to external providers. 	

	sports.		leading active games with the children. - More than 9 extra-curricular clubs provided every week for the children (sports) with consistently high attendance for all.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20%
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 implement an initiative promoting a healthy lifestyle for all pupils at TPA - To further raise the profile of school sport within the school. - To improve curriculum links between PE and other parts of the national curriculum. - To implement a more holistic approach to PE, focusing on the cognitive and emotional aspects, as well as the physical. - To use school sport in a way to improve all children's behaviour. 	<ul style="list-style-type: none"> - Utilise the SSP and TPSFA, to attend a variety of sport competitions. - To compete in a range of sporting events, including those outside of the expected sports. - Regular meetings between the GLC PE central team cross-curricular links. - CPD offered to all staff to ensure they are competent in the new approach to PE assessment of the "head,heart,hands" implementation. - A strong emphasis on 	£4,235.60	<ul style="list-style-type: none"> - We have attended and competed in 17 events throughout the academic year, including the Borough Olympics. This does not include football team fixtures (for 3 teams). - Weekly meetings with the GLC PE team happening since Autumn 1, which has drastically improved the cross-curricular links and further progressed lesson plan development, along with events such as Sports Days. 	<ul style="list-style-type: none"> - To further develop intra-GLC sporting events/competitions to provide even more opportunities for the children. - To continue the weekly meetings and further develop our ideas as a team to progress the curriculum. - To continue to promote the HHH strategy GLC wide with the use of language, posters, and assessment. - To continue to promote

	learning behaviours within any school sports team, providing a link to the classroom.		<ul style="list-style-type: none"> - HHH implemented across the school, posters placed up around the school to further raise the profile. - Behaviour within sport teams and events has been impeccable, having implemented the same behaviour management strategies as in lessons. 	the behaviour expectations throughout PE and sports teams.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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 the delivery of consistently high quality PE lessons taught in-line with the national curriculum. - To ensure PE staff are confident in delivering the updated and more in depth curriculum. - To use the Real PE subscription to its full potential to aid the delivery of the updated PE curriculum within TPA. - To involve other members of 	<ul style="list-style-type: none"> - To create in depth lesson plans within the new GLC PE curriculum using the HHH strategy and GLC PE team coalition. - To provide continuous GLC PE meeting/CPD sessions to develop staff's knowledge and understanding of the new curriculum. - Where possible, implement resources from Real PE into lesson plans. - To provide CPD for 	£4,235.60	<ul style="list-style-type: none"> - Children show a clear understanding of the new topics within the new curriculum, along with the HHH and experiencing new sports - they are understanding why we're focussing on the skill as our primary focus within a topic now. - Weekly GLC PE team meetings in place since Autumn 1, we all now have developed greater 	<ul style="list-style-type: none"> - Continue, with the GLC PE team, to progress the lesson plans in the new curriculum structure and alter where necessary in order to maximise its potential. - Resume the weekly GLC PE team meetings to further develop our wider curriculum knowledge, and to continue to implement

<p>staff in sporting events/competitions & extra-curricular clubs, as well as active lunch times, to further develop their confidence.</p>	<p>lunchtime playground staff, and to bring different members of staff to sporting events.</p>		<p>knowledge of the new curriculum as a whole, and the new sports/skills within, which is reflected in the children's development.</p> <ul style="list-style-type: none"> - Using parts of the Real PE available resources within our lesson plans to suit our curriculum where we see fit, which has improved our lessons and added a new dynamic to them. - Members of staff attending events such as the Brough Olympics, has led to further interest in helping out with extra curricular clubs, teams and other sporting events. 	<p>Real PE into our lesson plans.</p> <ul style="list-style-type: none"> - To continue to maintain the playtime active play equipment structure working in tandem with other staff members.
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 20%</p>
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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 implement a 'mastery' focussed curriculum, introducing children to a number of new and niche sports. - Curriculum to be focussed around specific skill development. - To provide the children with a wide variety of extra-curricular clubs. - To increase the enrichment opportunities available for children. - To ensure all children develop a love for sport in some capacity. - To increase children's awareness of the sporting world and raise the profile of these. 	<ul style="list-style-type: none"> - GLC central PE team coming together to combine ideas and knowledge to create the 'mastery' curriculum, as well as using the Real PE subscription. - Niche sports to be offered in extra-curricular clubs such as archery & boxing. - Increasing the capped capacity at extra-curricular clubs to 30, as well as reserving spaces for Disadvantaged Pupils who may not otherwise have the opportunity to apply via the new Clubbly booking system. 	<p style="text-align: center;">£4,235.60</p>	<ul style="list-style-type: none"> - We have now created, using our combined knowledge and skills, the new curriculum with all lesson plans, in which we have seen an improvement in the development of the children's speed of progression - evident in assessment. - We have provided extra-curricular clubs for niche sports such as boxing, handball and archery, attendance and interest were very high as the children experienced these new sports in PE lessons with the new curriculum. - Disadvantaged children received priority when clubs were open for sign up, in order to give equal opportunities - done so through Clubbly. 	<ul style="list-style-type: none"> - To add in more niche sports into our PE curriculum map where possible, and offer more clubs of niche sports with external providers coming in for this. - Continue to ensure that disadvantaged pupils are given priority spaces in extra curricular clubs, and get opportunities within the sports teams and events.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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 provide every child with the opportunity to represent the school in a sporting competition. - Emphasis the significance and importance of children representing their school in a sporting competition. - Further develop the life skills of companionship, teamwork and togetherness. - Participate in competitions which cater for a variety of different children. - Celebrate achievement in sport, both in and outside of school. 	<ul style="list-style-type: none"> - The new TSSP format means a variety of events cater for all abilities and all children (compete, develop, participate, and for all). - Use the school's core value (improve upon your best) to develop life skills associated with sport. - All achievements published on the school's media platforms such as Twitter and Class Dojo to raise the profile and celebrate achievements. 	£4,235.60	<ul style="list-style-type: none"> - Result from competitions and the participants in the teams posted on school media platforms, such as Twitter and Class Dojo, to raise the profile and celebrate achievement. - Participation data to track those children selected for competitions and leagues. 	<ul style="list-style-type: none"> - To liaise with the GLC PE team in order to create a PE & Sport awards evening. - A wide range of support staff attending fixtures, transport to and from events, and training. - In school performance to engage and inspire future students. - Build GLC in-house sports competitions into the whole school calendar.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	Billy Childs
Date:	11/07/2022
Governor:	
Date:	