

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 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 2021/2022	£0
Total amount allocated for 2022/23	£18,990
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,990

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 2020.</p> <p>Please see note above</p>	% 87%
<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>	% 87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% 82%
<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 (non-swimmers from our y3 cohort that swam last year)

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: 2022/23		Total fund allocated: £18990		Date Updated: 03.07.2023	
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:
To increase the amount of time pupils, spend physically active during the school day Pupils to be aware of 60 active minutes – promotion to parents too	Ordering new sporting equipment that can be used at lunchtimes to encourage physical activity <i>(achieved - ongoing)</i> Pupils have access to a range of sporting opportunities in lessons as well as between year groups. Ensure enough equipment for 1 between 2 <i>(achieved)</i> Children engage in physical activity at break and lunchtimes <i>(achieved)</i> Daily mile undertaken on a Tuesday and Thursday <i>(achieved)</i>	£2,000 In house Sports Coach (£4,000)	Impact will be: Children have a wealth of equipment to choose to use at lunchtime Increased fitness and activity impact positively on fitness and wellbeing Mini leaders develop confidence in role Children active for at least 60 minutes per day Evidence: Daily mile takes place twice a week for all chn New sports equipment ordered	1x in house sports coach and 1x external to maintain high level of sporting provision within school Playleaders will continue next year. Increase the amount of days we are able to support at the infants and for a longer period of time Daily mile to continue – subject leader to consider ways to measure how far chn are walking during the allocated time Sports equipment has been audited and new stock ordered for the next academic year	

	<p>Recruitment of Playleaders in school to encourage physical activity at lunchtimes <i>(achieved over 30+ this year)</i></p> <p>In house sport coach to deliver PE sessions and be available at lunchtimes to encourage physical activity/games <i>(achieved - termly)</i></p> <p>Sport leaders to organise a sporting game at lunchtime to encourage physical activity <i>(partially achieved – continue to work on next year)</i></p> <p>Sports assembly to push 60 active minutes <i>(achieved)</i></p>		<p>for breaktime</p> <p>30+ year 6 playleaders. Also supported the infants</p> <p>15 sports clubs offered in summer. 14 for spring and 13 in winter</p> <p>Sports assembly delivered by PE lead</p> <p>70% of our children have attended a club this year</p> <p>Whole school took part in Sports Day 23</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: %
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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 raise aspirations and celebrate pupil’s achievements through their participation and success in Intra class activities/Special active days and events/ The School Games	<p>Purchase trophies, certificates and medals to celebrate sporting achievements in whole school assemblies. <i>(achieved)</i></p> <p>Class teachers promoting PE in the classroom. <i>(achieved)</i></p>	£100	<p>Impact will be:</p> <p>Greater engagement in the range of events available for all children at PJS</p> <p>Pupils feel confident in leading/supporting sporting</p>	<p>Dedicated time in celebration assembly for sporting achievements to inspire children to participate.</p> <p>Trophies/ certificates on display for visitors and pupils</p>

	<p>Using other children who have achieved sporting success in and out of school as role models. <i>(achieved – survey sent to parents to gather valuable data on clubs/ sporting success of children)</i></p> <p>Sporting achievement celebrated in whole school newsletters. <i>(achieved weekly – also blogged on the school website)</i></p> <p>Uptake of any sporting incentives shared by the Sports Partnership <i>(achieved)</i></p> <p>Award one child each week with a resilience sporting award in recognition of their efforts <i>(achieved)</i></p>		<p>activities</p> <p>Evidence: All outside/ school achievements are celebrated in celebration assembly/on blogs and in the Friday Flyer.</p> <p>All sporting incentives from CSP have been undertaken (active threes/C4L)</p> <p>CPD delivered to subject lead which is then cascaded to staff</p> <p>All Y6 pupils received their bronze ambassador award this year</p> <p>School received Platinum School Games award</p>	<p>to see.</p> <p>PE sports board which displays all certificates and positions for different sports teams – visible to parents</p> <p>Medals awarded to the students involved during whole school assemblies and then are taken home for them to keep</p> <p>All children in year 6 to undertake bronze ambassador training upon starting year 6.</p> <p>A special sporting event for all year groups</p>
<p>Pupils further develop leadership skills which can be transferred across the curriculum.</p>	<p>Bronze ambassador training for all play leaders and sport leaders <i>(not yet achieved – will roll over to next year)</i></p> <p>Playleader display board <i>(achieved)</i></p>	<p>Get Set Subscription (£600)</p>	<p>30+ play leaders who also received 2x training sessions from sport partnership</p> <p>All year 4 children competed in Superstars</p>	<p>New house colour bibs to be ordered for PE lessons so that inter house sports can be conducted effectively</p> <p>Awards for the league players at the end of the year</p>
<p>To continue to provide a wealth of sporting opportunities at PJS for all children to take part in</p>	<p>Continual professional development for the sport's team</p> <p>Regularly reviewing clubs on offer</p> <p>Enter/ undertake any local initiatives</p>	<p>Sports Partnership Subscription (£600)</p>	<p>42% of our children competed in 41 external matches</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:
Sport coaches delivering sessions feel confident in the subject and skills to deliver high quality PE sessions	<p>External coaches to be employed throughout the year to team teach with teaching staff <i>(Achieved – sports coach has been supported by 2 external coaches throughout the year)</i></p> <p>Release time for PE lead and sports coach to attend PLT days <i>(achieved)</i></p> <p>Outstanding gymnastics programme delivered across the school. <i>(achieved)</i></p>	External Sports Coach (£4000)	<p>Impact will be:</p> <p>Increased staff confidence and knowledge</p> <p>Increased number of pupils taking part in an extracurricular sports club throughout the year</p> <p>Evidence:</p> <p>70% of children attended at least on club.</p> <p>As a result of confident and knowledgeable support from CTs/support staff ALL pupils, irrespective of their special educational needs and disabilities made excellent progress in line</p>	<p>1x sports coach to remain in school to deliver sports sessions</p> <p>1x external coach to teach 3x a week</p> <p>Continue to monitor attendance at clubs and target children who have been identified</p>
The vast majority of pupils undertake a sporting club at PJS throughout the year.	Sports clubs to run throughout the year offering a wealth of different sports <i>(Achieved 15 sports clubs offered in summer. 14</i>	In house Sports Coach		

	<i>for spring and 13 in winter)</i>		with their prior learning and ability	
Cascade high quality sports coaching throughout all year groups.	External coaches to be employed throughout the year to team teach with teaching staff <i>(achieved)</i> Employment of an inhouse sports coach to deliver a well-rounded sporting curriculum <i>(achieved)</i>	£2000	90% of pupils have met their year group expectations or above Sports coaches delivered sessions throughout the year – training sports apprentice at the same time	
Children have a love for PE and a desire to want to learn more.	All of the above		PE lead attended PLT meetings – cascaded to members of staff	
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 increase pupil participation in a range of inclusive activities.	Running of a variety of different clubs by in house teachers and external coaches <i>(achieved)</i> Children’s opportunities e.g. rising stars for talent identification <i>(achieved)</i>	£1200	Impact will be: Children will gain a deeper understanding of a range of different sports Broaden horizons for all children Increased fitness and physical activity of all pupils	External dance club to be offered Build links with other external providers to help promote other activities
To provide a link to a local sports club and to sign post children to join community clubs to take part in sport outside of the school environment beyond the school day.	School Sports Partnership Provision Chelmsford School Sports Partnership <i>(achieved)</i>	Sports Coach (£4000)	Evidence: Clubs offered have varied	

	EPC within school and hosting additional sports club and opportunities during holidays/evening		throughout the year Every year group has been taught by external coaches throughout the year/ as some point	
Pupils are exposed to specialist sports coaches to enhance their skillset and sporting opportunities.	Coaches bought in this year to run after school clubs will provide a Teaching Assistant and Adults Supporting Learning (ASL) Development Model - Developing a wider school team to support in PE or at play times to engage children in physical activity and to support positive play at lunchtimes. <i>(achieved)</i>	Sports Coach (£4000)		

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?:	
Increased collaboration with a range of providers and schools.	<p>Attending different sports events: Rising Stars, Bronze Ambassadors, district sports, change 4 life and a range of Level 1,2 and 3 competitions <i>(achieved)</i></p> <p>Identification of talented pupils who will be challenged to achieve their potential both in school and with other PE / Sports providers. <i>(achieved – invited to external events)</i></p> <p>Participation in Schools Gotta Dance festival <i>(achieved – one dance)</i></p> <p>Increase participation in ‘School Games’ services. <i>(achieved – Platinum Award)</i></p> <p>Travel cost to transport to and from a variety of different events</p>	£5000	<p>Impact will be: Broadening horizons for pupils Increased levels of engagement within sport</p> <p>Evidence: All children have taken part in intra school competition at the end of their topic. 42% of our children have competed in external inter school competitions All year 6 children trained as Bronze Ambassador training</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to participate in Schools Gotta Dance x 2 dances Continue to train young leaders through Bronze Ambassador Training Continue to engage with School Games Mark External providers x2 to run club afterschool</p>

All pupils are given the opportunity to participate in sporting competition.	Class competitions / inter house competitions taking place across PE sessions half termly <i>(achieved)</i> Sports day planning <i>(achieved 12.07.23)</i>	£100		
Things to celebrate from 2022/2023			Things to develop academic year 2023/2024	
<ul style="list-style-type: none"> • Participation in level 2 sports increased • Platinum School Games Mark Awarded to us • 42% of children representing the school at inter school events • 70% of children attended at least one sports club throughout the year • Gymnastics and archery 1st place. 1 child through to cross country finals • 42 clubs offered throughout the year 			<ul style="list-style-type: none"> • Continue to develop young leaders through the Bronze Ambassador training • Replenishment of lunchtime games and activities • Maintain level of participation in interschool competitions • Continue to run a plethora of clubs for our children throughout the year 	