

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 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
Total amount allocated for 2020/21	£17,690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,690
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£0

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>	Year 5 and 6 both had swimming lessons at Waterside.
<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>	63%
<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>	63%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	63%
<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 – As part of Castle Point and Rochford SSP we collectively

contribute to a targeted Top Up Swimming holiday programme to support students to reach 25m. This is coordinated centrally by the SSP team.

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: 2020/21	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>			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:
<p>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached) To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p> <p>To build regular physical activity into the school day for all students.</p> <p>To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are</p>	<ol style="list-style-type: none"> 1. Deliver to a target group of children in Year 4 the SSP Fit4Action health intervention 6 week programme.(Autumn term) 2. Select a group of children to attend Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active. 3. Attendance of SSP Annual Conference May 2022 and training from Teach Active on approaches to make the school day more active. 	£3510	<p>Autumn term 24 children 5 SEND 6 PPG Children were able to identify why exercise and healthy eating was important and reflect on their Own lives</p> <p>15 children from year 4 were selected to participate in the event to raise awarenesss of life skills.</p> <p>PE lead attended training and update course and resources are now available to all staff. New strategies to make more of the school day active through approach to literacy and numeracy.</p>	<ol style="list-style-type: none"> 1. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum. 2. Use the Personal Challenges to chart activity between festivals. If successful widen the project to a greater number of children. 3. Staff to provide in house training for other teaching and support staff. Purchase resources to retain in school.

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<p>competent and confident in implementing daily activity strategies.</p> <p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.</p> <p>Through SSP membership – our school has participated in the provision documented in this section with the specific aim of supporting the wellbeing of our students during the pandemic (lockdown period). This has ensured opportunity and access to 60 active minutes per day.</p>	<p>a. Creation of SSP web page for the storing and sharing of a wide range of remote learning resources.</p> <p>b. Between January – Easter 2021 the delivery of a daily ‘free to access’ virtual sports and activity club via zoom led by the SSP team. In place to allow children to access extra-curricular sport during the lockdown and restricted period.</p> <p>c. Throughout January, February and March – the SSP delivered a ‘live’ PE afternoon with KS1 and KS2 sessions available through zoom for students at home and in school to access.</p> <p>d. Throughout February and March (during lockdown period) the SSP Get Up and Active daily early morning club was free to access for all students to re-engage students with physical activity and get them ready for the school day.</p> <p>e. A large bank of pre-recorded video resources created by the SSP team to support at home/in school PE delivery and physical activity participation.</p> <p>f. The creation and delivery of regular physical activity challenges , festivals and competitions delivered virtually to increase participation.</p>		<p>All children were provided with links to a variety of clubs and videos were used to promote virtual PE lessons..</p>	
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	g. The SSP provided fortnightly 'home learning' activity cards and packs which were set as daily tasks for PE at home and used by staff in schools.			
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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:
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:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) To impact on all students and staff in Key Stage 1 and 2.</p> <p>To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.</p> <p>To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p>	<p>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes.(Adapted delivery due to Covid – SSP designed virtual sports leaders schemes for KS1 and KS2. These included SSP Mini Sports Leaders KS1 and Super Sports Leaders KS2 . Video resources , written tasks and documents produced and made available to all students at home and in school. On completion , certificates awarded.)</p>	<p>£3510</p>	<p>Sustainability and suggested next steps: Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs.</p> <p>Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. Eg. greater engagement of girls in PE lessons following Dance Staff Inset.</p>

<p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which , in turn, will raise the profile of the subject.</p> <p>To ensure the PE subject lead is given time to develop the subject and to share learning and best practice across the school.</p> <p>To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.</p>	<p>2. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff. (Largely delivered in Autumn and summer terms)</p> <p>3. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life (Adapted delivery – all available through the virtual calendar)</p> <p>4. Engagement in SSP Youth Board to raise the profile through young people.</p> <p>5. Attendance at Head Teacher SSP meetings, briefings and Annual Conference.</p>		<p>AW coached and led teams to attend sessions. AW also supported during the fit4action training.</p> <p>BJ helped to coach and support Yr5/6 football team to county finals.</p> <p>AW led teams to cross-country and athletics competitions alongside LB</p>	<p>Regular PE feedback slot at staff meetings to share knowledge.</p> <p>Sharing across all staff and informing schemes of work across a range of subjects.</p> <p>Follow up activities to projects by in – house staff and records of future engagement. More staff to be involved in sporting events and festivals.</p> <p>Develop an ethos of shared responsibility across PE, SS and Physical Activity.</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:
				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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular</p>	<ol style="list-style-type: none"> 1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff.(Adapted delivery – virtual CPD through zoom) 2. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. (Autumn and summer term) 3. Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely) 4. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.(All videos , resources and fortnightly home learning tasks made available through the web page) 5. Wider use of SSP infrastructure to network and share ideas. 	£3510	<p>Year 1 and 3 ECT students PE lessons taught by SSP.</p> <p>AW attended SSP Annual conference and update to gain knowledge</p> <p>Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>Attend and utilize SSP networking opportunities and sharing of ideas between schools.</p> <p>Getset4PE ordered and all staff have a login to support the delivery of PE.</p>	<ol style="list-style-type: none"> 1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations. 2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training. 3. PE Lead has the opportunity to share within whole staff meetings. 4. Central whole school base for resources accessible to all in school. 5. Allowing staff time to attend events and then share

<p>activities , delivered by highly motivated and competent staff.</p> <p>To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p>	<p>6. GetSet4PE to increase staff understanding</p>			<p>findings.</p>
<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>
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>
<p>Additional achievements:</p> <p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2</p> <p>To ensure every child has the opportunity to represent the school in an external inter school competition , league or festival and</p>	<ol style="list-style-type: none"> 1. Dance specialist used to provide PE. 2. Extra – curriculum clubs run throughout the year. 3. Access to broad range of Festivals, competitions and leagues. Preparing children.(Adapted delivery – a full calendar of virtual events , competitions and challenges) 4. Entering groups of children in events aimed at less active 	<p>£3510</p>	<p>LB used to deliver dance classes and PE dance curriculum</p> <p>A range of cross-curricular clubs have been run throughout the year targeting different age groups: Autumn: Boys football, Girls football, Tag rugby, Dance, Netball Spring: Boys football, Hockey, Junior Zumba, Fitness and multi-skills Summer: Athletics, football (ks1/ks2), cricket, dance,</p> <p>Entry into festival for Year 4</p>	<ol style="list-style-type: none"> 1. A plan to ensure all students have termly opportunities to prepare, attend and represent school. 2. Tracking of students attendance and engagement in broader extra- curricular sport post event. 3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities.

<p>be able to articulate how this made them feel.</p> <p>To develop the 'peer' workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active.</p> <p>Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games.</p> <p>Students to be equipped by the end of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>To support each individual child to find 'their' chosen sport or activity.</p> <p>To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>Our students will be able to clearly articulate which sports and activities they enjoy and why.</p>	<p>students e.g. Multi Skills Festival, Key Stage 1 Winter Games.(Adapted delivery – creation of virtual festivals with videos and resources)</p> <p>5. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.(Adapted delivery – SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer)</p> <p>6. Engage with Active Kids Festivals (Adapted delivery – through virtual festivals , videos and resources)</p> <p>7. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p> <p>8. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities.</p> <p>9. Student engagement in SSP 'Get Into Sport' Days – aimed at supporting young people to find</p>		<p>6. Completion of community club request sheet. Requests based on consulting students, records of need.</p> <p>Autumn: Boys football, Girls football, Tag rugby, Dance, Netball</p> <p>Spring: Boys football, Hockey, Junior Zumba, Fitness and multi-skills</p> <p>Summer: Athletics, football (ks1/ks2), cricket, dance,</p> <p>Letters sent to selected children to attend festivals and 'Get into sports days'</p>	<p>4. A school plan to allocate different opportunities to different year groups and target groups of children.</p> <p>5. Tracking of engagement in broader clubs and extra-curricular opportunities</p> <p>6. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs.</p> <p>7. Leaders to act as Ambassadors in school to advocate a greater engagement from their peers.</p> <p>8. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process</p>
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Our students will be able to use correct sporting terminology across a broad range of sports	their activity. 10. PE lessons taught by specialist PE instructors following the Getset4PE curriculum			
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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:
<p>SSP 'BASIC MEMBERSHIP MODEL' – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p>	<ol style="list-style-type: none"> 1. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges) 2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities. 3. Development of intra (in school) competitive opportunities. 4. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond 5. Travel to and from events 	£3510	<ol style="list-style-type: none"> 1. Competitions entered 2021/22 - KS2 character and life skills Festival Small schools football Ks1 character and life skills festival Canvey Cross country Canvey districts 2. Year 5/6 entered Canvey football league 3. All children participate in intra school Euros tournament and sports day. 4. Selected students given letters 5. Coaches provided to enable 	<ol style="list-style-type: none"> 1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis. 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. 3. In school performance to engage and inspire future students. 4. Build intra competition into whole school diary 5. Celebrate the success of these

Students to understand and be able to deal with emotionally , both winning and losing in sport.		£140	students to safely attend a range of competitions	
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Signed off by	
Head Teacher:	S.Murrell
Date:	19.7.22
Subject Leader:	A. Worton
Date:	18.7.22
Governor:	
Date:	