Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by

mille

Department for Education

Created by



It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

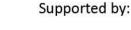
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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 <u>HERE</u>.









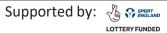
Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17,660
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£17,660
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,660

Swimming Data

Please report on your Swimming Data below. 2023/24

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?	73%
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	
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	96.1%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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: 2023/24	Total fund allocated: £17,660	Date Updated	d: Sept 2023	
Key indicator 1: The engagement of	Percentage of total allocation:			
primary school pupils undertake at l	east 30 minutes of physical activity a c	lay in school		4 %
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:
Improvement in the physical, social, emotional and mental health and wellbeing of children	Lunch time clubs for KS2 girls and boys	£ 250 equipment	Lunch time clubs are in place x2 football. Girls are encouraged to participate and as such, their confidence has increased and there	 Regular Evaluation and Monitoring: Continuously evaluate the impact of the initiatives
To develop a positive interest and attitude towards physical activity. For children to choose to be active in their break times. PE equipment maintenance	Break and lunch time equipment.	£400	has been a greater uptake in girl's football. MDAs rota made for adult-led games which has increased participation in KS1 in physical activity at lunch times.	through surveys, observations, and feedback from staff and students. Use this data to make informed decisions on the sustainability and effectiveness of the programmes
			New break and lunch time equipment meant that more children are interested in participating in physical activities.	 programmes. Parental Engagement: Involve parents in promoting physical activity at home and encourage them to support
				their children in participating in extra-curricular activities. Share the positive outcomes and benefits of physical activity on children's overall wellbeing









			age and the older children have gym equipment to increase their physical exercise.	 with parents. Integration into School Culture: Embed the promotion of physical activity as a core aspect of the school's ethos and values. Explore opportunities to collaborate with external partners or organisations to enhance physical activity opportunities for children.
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				43 %
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:
exercise which forms part of the school routine and aims to reduce anxiety and stress. To engage all children in regular	SCS Gym trail sessions to be run weekly for children identified with gross an fine motor skills need SCS specialist sports coaches to work alongside teachers to upskill and strengthen teaching quality.	£7500 coaching	children taking part to improve their fine and gross motor skills. Pupil progress in P.E. shows that they have improved their gross motor skills and fine motor skills have improved-this can be seen in their writing and ability to perform intricate tasks. Pupil perception show that they enjoy the sessions and can speak about how it has helped them to improve.	 Staff Training and Support: Continue to provide staff with training on inclusive practises and strategies to support SEN children in physical activities. Regular Evaluation: Conduct regular evaluations to assess the impact of the daily exercise routine on the well- being and participation of SEN children. Next Steps: Explore opportunities to further adapt and enhance the





SCS specialist sports coaches	laily exercise routine to better
	neet the needs of SEN
teachers (through observing c	hildren.
lessons) and team-teaching.	mplementing these strategies
Coaches are providing a range of v	vill not only support the intent
sports, including archery and s	tatement of engaging all
boxing. Consequently, c	hildren in regular physical
monitoring shows improved a	activity, including SEN children,
teaching and learning of P.E b	out also contribute to the
c	overall well-being and
c	levelopment of all students at
E	Bocking Primary School.

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in to	eaching PE and sp	port	Percentage of total allocation:
				3%
Intent	Implementation		Impac t	
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:
Get Set For PE objectives and planning scheme	Clear plan on which year groups will be covering what sports. A progression of skills will take place throughout the school. Subject leader to attend training to explore ways to improve the quality of PE in the school in line with the PESSPA recommendations	£550 curriculum planning subscription	resources to plan and deliver their own lessons. These build upon the lessons provided by the specialist coaches. There is a varied scheme of work which ensures a breadth of curriculum. Resources give clarity in sequence of learning and progression of skills. Monitoring shows that plans are being used effectively and specialist	with the implementation of the scheme where required. Monitoring teaching and learning







Key indicator 4: Broader experience of	f a range of sports and activities o	ffered to all pupil	logical and systematic way. Staff report that the scheme of learning and support from working with external providers has improved their own knowledge and confidence of the teaching of PE.	Teachers and TAs will develop their own knowledge and confidence of the teaching of PE as they are working with external providers. Staff to complete evaluation form at the end of academic year. Percentage of total allocation: 17 %
Intent	Implementatio	on	Impac	
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:
Additional achievements: Children have the opportunity to take part in new sports and participate in new competitions	Archery Boxing	£1000		 Sustainability Plan: Establish a rotation system for the new sports clubs to ensure all children have the opportunity to try different
	Football	£1971	WEEK.	sports. Seek feedback from students, parents, and coaches to continuously improve the clubs and competitions. • Next Steps: Explore the possibility of linking the new sports clubs with the curriculum to enhance learning outcomes. Consider applying for additional

		funding or sponsorship to expand the range of sports offered in the future.







Key indicator 5: Increased participation	in competitive sport			Percentage of total allocation:
				27 %
Intent	Implementatio n		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:
PE Coordinator to liaise with teachers and book children into local events.	 PE Coordinator to keep a track of number of children taking part in competitive sports. PE Coordinator to attend meetings to keep up to date on North West Essex School Sports Partnership information. Put all PE events onto school calendar so all school staff are aware of upcoming events. PE coordinator to liaise with the office staff to organise transport. PE coordinator to communicate with adults going to sporting events so they know the timings. 		Children, from across year groups, have taken part in sporting fixtures this year. There have been for mixed genders and girls only to increase girls involvement in competitive sport. All-inclusive sporting events have been attended. Both girls and boys football teams came 2 nd in the Braintree Schools league. Community bus was used to transport children which has meant that there has been more events	NWESSP subscription will provide access to a broad range of sporting festivals and competitions for the academic year. Attend a number of competitions and festivals across key stages, sports and abilities. Maintain good links with local schools so friendly matches can take place. Teachers will have access to CPD to enable them to develop their skills across the subject.
Fransport to Sporting Fixtures & lessons	3 Minibus per half term	£4000	attended this year. Some events attended include: boys football, girls football, mixed football and tag rugby (mixed gender).	Transport will allow children to take part in more competitive sport.

Signed off by	
Head Teacher:	Mrs H Cagney
Date:	Sept '23
Subject Leader:	Mrs Cagney





Date:	Sept '23
Governor:	Mr R Beard
Date:	





