

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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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	£2138 deficit
Total amount allocated for 2020/21	£17145
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1028.74
Total amount allocated for 2021/22	£17270
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17084.63

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 2021.</p> <p>Please see note above</p>	83%
<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>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83%
<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>	No

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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: £17270		Date Updated: July 2022	
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: 56%
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><i>Children to be provided with opportunities for more active play throughout the school day (facilitated by staff).</i></p> <p><i>Children to understand the impact physical activity can have on them both physically and mentally.</i></p>	<p><i>Employment of additional lunch time staff to facilitate active play.</i></p> <ul style="list-style-type: none"> <i>Staff should set up activities, games and equipment for this to happen. Staff should also encourage children to partake and guide games. Children should learn, and then be able to implement independently, a range of active play activities, therefore considerably contributing to 30 minutes a day physical activity.</i> <p><i>Additional afternoon break implemented across whole school.</i></p> <p><i>Daily wellbeing sessions to continue that include a range of physical and mental activities and the emphasise the link between the two.</i></p>		£9631.77	<p><i>Children have been provided with a range of play equipment and activities on a daily basis. Staff have encouraged children to participate in active play. Staff have taught children a range of games/activities that they can now play independently and with others. Children are more active throughout the day. Improves focus throughout the day and children understand the importance of physical wellbeing and how this impacts on mental wellbeing. Children understand how physical and mental wellbeing are linked.</i></p>	<p><i>Further assess the impact of break and lunch time activity – pupil questionnaire. What else would they like to increase activity during these times?</i></p> <p><i>2022-23 focus on EYFS outside area – ensuring activities and areas are set up that encourage physical activity throughout the day.</i></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: 5%
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:
<i>The profile of sport at Basildon to be raised. Children to feel positive about engaging in sport.</i>	<p><i>Provide children with safe and appropriate equipment needed to partake in a broad range of sporting activities. Audit sports/PE cupboard Equipment ordered. Ensure sports equipment (curriculum, playtime and BE) is safe and engaging.</i></p> <p><i>Netball lining to be painted on playground – can be used at break, lunch, clubs and PE lessons.</i></p> <p><i>Children’s sporting achievements were praised and celebrated publicly (newsletter/assembly/hall display) to raise profile across school and encourage others.</i></p> <p><i>House sports competitions continued.</i></p> <p><i>Use of Year 5/6 buddies to engage younger members of the school (nursery and Reception) in competitive sports and physical activity.</i></p> <p><i>Sporting equipment to be available at all break/lunches</i></p>	£826.12	<p><i>Inter house cross country (run by Year 6 sports captains) reported as a big success by pupils and staff. Children enjoyed competing for their house and engaging in this physical activity.</i></p>	<p><i>Introduce addition inter-house events e.g. netball. Look at possibility of engaging parents (both as volunteers and spectators). Continue to buddy up older and younger classes.</i></p> <p><i>Raise profile of Year 6 sports captains.</i></p> <p><i>Increase participation in teacher led clubs and associated competitions. Assemblies, class council and sports captains could be utilised to raise participation and interest. Focus sports for academic year 2022/23 – football (boys and girls) and cross country.</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
<i>Children will experience confident and well-planned sports teaching.</i>	<i>Specialist sports coach to help staff with lesson implementation, planning and ideas.</i>	£2280	<i>Staff are more confident in delivering a range of sporting activities and PE lessons. Staff are gaining a more secure understanding of how lessons can be sequenced and skills built upon. Children experience more confident teaching of a range of sports during their time at Basildon (LTP). Staff able to employ newly learnt skills to their future teaching.</i>	<i>Audit staff confidence levels. Target training to specific sports if needed.</i>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				26%
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:
<i>All children are provided with a broad range of sporting activities during their time at Basildon. Aim for all children at Basildon to find a sport/activity that they love.</i>	<i>Affiliation to West Berks network (see below) - range of competitive sports offered</i> <i>Focus on non-participating children and audit. Provide a range of lunch time/after school sporting clubs.</i> <i>Check and edit LTP to ensure a range</i>	£4474 (see below)	<i>Through LTP, children are exposed to a range of different sports. Due to the nature of the spiralling curriculum, children are then able to build upon these skills in following years.</i> <i>Children are given the opportunity to take part in a range of competitive sports (through network affiliation</i>	<i>Investigate further sports we could introduce at Basildon to broaden children's experience. Continue to audit and adapt planning.</i> <i>Investigate sports opportunities outside curriculum e.g. clubs/BE (dance club being</i>

	<i>of sports taught across a child's time at Basildon.</i>		<i>and small schools network).</i>	<i>introduced/possibility of rugby coach). Look at possibilities for expert coaches to visit.</i> <i>Continue to audit participation (competition register) and ensure a range of children are volunteering.</i>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: See above
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:
<i>All children are given the opportunity to take part in competitive sports.</i>	<i>West Berkshire affiliation. Provides competitions for all at differing levels.</i> <i>Work with small schools' network to increase competitive events for all e.g. football/cross country events.</i> <i>Sports day – participation by all. Run by Year 5&6</i>	£4474 (see above)	<i>More children competing in a wide range of competitive events with other schools.</i> <i>Sports day success reported by staff, parents and pupils.</i>	<i>Continue with affiliation next academic year. Ensure all children have the opportunity to engage in competitive sport. Restart staff sports clubs e.g. football and cross country.</i> <i>Audit participation and interest using pupil questionnaires and target specific pupils for clubs/events if necessary.</i> <i>Network with local schools to set up future events for next academic year.</i> <i>Look at opportunities for EYFS competitive sports with other schools.</i>

Signed off by	
Head Teacher:	
Date:	28 July 2022
Subject Leader:	
Date:	22 July 2022
Governor:	
Date:	28 July 2022