

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	£ 7437.23
Total amount allocated for 2020/21	£ 19850
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 10917
Total amount allocated for 2021/22	£ 20150
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 31 067

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>	% No data collected due to Covid
<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>	% No data collected due to Covid
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% No data collected due to Covid
<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

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: 27,287.23		Date Updated:	
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: % 50
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 improve physical development opportunities for our Early Years pupils during their school day.	<ul style="list-style-type: none"> To purchase good quality equipment that can be used by pupils in Early Years. CPD for Early Years staff to deliver high quality provision for physical development. 	£1637	<ul style="list-style-type: none"> New and quality equipment enjoyed by our youngest pupils gives them opportunity to improve gross motor skills in the curriculum. 	<ul style="list-style-type: none"> To liaise across the year with EYFS lead to discuss any gaps in pupils Physical Development and needs. Training for EYFS staff never started due to Covid restrictions. Revisit and action next year. 	
To have high quality and amount of equipment to ensure high levels of active participation in recreation times.	<ul style="list-style-type: none"> To check current stock and inventory. To source equipment that is suitable for "Bubble" provision. To purchase enough equipment so each 'bubble' has its own playground bag. To purchase good 	£2000	<ul style="list-style-type: none"> Playground bag for each bubble has been successful in safely allowing active lunch times. Pupils enjoy being active with their friends at recreational times. 	<ul style="list-style-type: none"> To continue adding equipment to pupils playground bags to provide rotation of equipment to be enjoyed. Post Covid – For bags to be used in set areas of playground. E.G Skipping bag in skipping 	

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	quality equipment that will last some time.			zone.
To purchase equipment that is accessible and inclusive to all pupils.	<ul style="list-style-type: none"> To purchase a second kurling set and good quality archery equipment to use for future festivals, sports days, PE lessons and events. 	£1800	<ul style="list-style-type: none"> Pupils have experienced a new sport in archery as we continue to add to our PE curriculum. Pupils who do not always have 'reward' in sport have shined in this new activity 	<ul style="list-style-type: none"> For all KS2 pupils to participate in the summer virtual archery competition To continue looking for alternative sports that would appeal and include all pupils.
To have high quality and amount of equipment to ensure high levels of active participation in lesson times.	<ul style="list-style-type: none"> To check current stock and inventory To source equipment that is suitable for "Bubble" provision. To purchase enough equipment so each 'bubble' has its own playground bag. To purchase good quality equipment that will last some time. To purchase new gym benches and mats to add to current selection and to replace any damaged ones. 	£2000	<ul style="list-style-type: none"> High quality and greater amount has allowed for more 'active' time and less 'waiting' time during lessons. Therefore ensuring that children are getting more of their recommended daily exercise. The high quality equipment has developed the children's skills at ensuring equipment is looked after and used responsibly. 	<ul style="list-style-type: none"> To continue purchasing school sports equipment to maintain the quantity and quality. To store and maintain equipment to keep it in good condition.
To increase participation in active games and activities during lunchtimes.	<ul style="list-style-type: none"> To check current stock and inventory To source equipment that is suitable for "Bubble" provision. To purchase enough equipment so each 'bubble' has its own playground bag. 	£6000	<ul style="list-style-type: none"> Assembly time given to share new equipment with the children and how to use appropriately. Children have been seen being active by class LSA's and this has been due to the increase of equipment during the 	<ul style="list-style-type: none"> Purchase of outdoor table tennis tables for the playground for pupils to experience a new and exciting sport that will engage them physically during recreational times. Post Covid to start

	<ul style="list-style-type: none"> • To purchase good quality equipment that will last some time. • To share equipment during assembly times and discuss how these can be used. • To purchase new quality netball nets to improve the current outdated ones. 		<ul style="list-style-type: none"> • recreational times. • Pupils enjoy the active lunch time they have. • Pupils have improved skills in skipping and throwing/catching. Children were unable to skip and now have a wide range of skipping skills. • During lesson times more children could skip for longer. • Greater number of pupils meeting the recommended guidelines of 30 minutes physical activity. 	<ul style="list-style-type: none"> • playground leader initiative for Upper KS2 pupils to lead games during lunch times.
To develop knowledge in playground games so children actively engage in these during recreational periods. .	<ul style="list-style-type: none"> • To teach playground games as a unit in PE lessons. • Add playground games to the curriculum. • Create medium term plans around this topic. • Enable purchase of further equipment. • Add additional markings on the playground e.g. 4 square 		<ul style="list-style-type: none"> • Pupils given the opportunity to learn new games. • Pupils have been seen enjoying learning the game four square that it is now being played by pupils during lunch time. • Increased participation in active games and improved teamwork. 	<ul style="list-style-type: none"> • To introduce playground leaders during recreational times to manage different games.
To improve the quality of provision across the school and to increase opportunities for pupils in new sports and improve engagement.	<ul style="list-style-type: none"> • To up skill all PE staff in sports we offer at Sacred Heart. • To purchase further equipment so that there is enough equipment for each individual child to access. • To take part in more virtual competitions. 		<ul style="list-style-type: none"> • All pupils took part in a virtual inter school skipping competition. • Jump Rope was taught as a new sport to upper KS2 pupils. • Love of skipping has filtered down the school to younger pupils. 	<ul style="list-style-type: none"> • If inter school sports partnership competitions are running next year to enter the squash competition. • PE teacher to complete squash level 1 training course.

<p>To improve daily opportunities for exercise during the school day.</p>	<ul style="list-style-type: none"> • To research and purchase an active programme to use during the school day. E.g. Yoga, gross movement skills, classroom games etc. • To deliver staff meetings to share how we can use the moments in the day to be active. • To monitor what activities happen during a school day. • Purchase additional equipment if needed or programmes to support adults to deliver. 		<ul style="list-style-type: none"> • 3 year subscription to Teach Active Maths and English to provide class teachers with active lesson plans to cover curriculum content requirements. • This has been used in some parts of the school with success e.g active Maths sessions in Year 4, Year 2 and Year 1. 	<ul style="list-style-type: none"> • To target specific pupils and run physical activity/ physical skill interventions to those who need it most. • To look at an alternative to the daily mile that class teachers can lead for 10 minutes a day. • Plan staff meeting and time to view the use of Teach Active over the school.
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: % 29</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>

<p>For pupils to have a positive attitude towards sport and their physical education through the use of rewards and praise.</p>	<ul style="list-style-type: none"> • To start and embed new sports personality of the week awards for KS1 and KS2. • To share these in the newsletter and in celebration assembly. • To develop provision further through the use of PE prizes to encourage further positive participation. 	<p>£7850</p>	<ul style="list-style-type: none"> • Pupils place greater effort in Physical education lessons as we recognise sportsmanship and achievement • Awards have been created and children are improving their attitudes in PE lessons. • Many children who have been difficult to engage have now won an award for their achievements. • A change of attitude from pupils that were often negative towards PE. 	<ul style="list-style-type: none"> • To introduce a raffle ticket to each Sports personality of the week winner. Giving them an opportunity to win a PE prize every half term. • Each year group will receive a sports personality of the week award.
<p>To provide all children with the opportunity to compete in competitive sports.</p>	<ul style="list-style-type: none"> • To participate in the virtual competitions offered by our SSSP and source additional resources to be able to do this effectively. • To provide all children with the chance to represent their house with regular Intra-school competitions. • To design monitoring systems so that participation in competitive sport is monitored and evidenced so more children can access this. 		<ul style="list-style-type: none"> • Jump rope has been embedded and children have engaged in this individualised sport. Click the link to see children in action: JUMP ROPE VIDEO • Took part in virtual school sport competition for skipping and had 7 children as medal winners • Years 4 and 5 participated in the virtual archery competition. • All pupils from YR 1-6 competed in a key stage 	<ul style="list-style-type: none"> • To create a calendar of Intra-School sport competitions during a school year. • To continue to teach archery in our PE curriculum for years 4,5 and 6.

			sports morning. SPORT MORNING 1 SPORT MORNING 2 SPORT MORNING 3	
To provide specialist sport clothing and equipment for children representing the school *Summer Covid Depending.	<ul style="list-style-type: none"> To source specialist clothing for key sports the school participates in. Order clothing and any additional storage required to house new clothing. 			<ul style="list-style-type: none"> To revisit this intention at the beginning of the next school year ready for resuming competitions in September.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% 2
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>To ensure PE staff deliver high quality lessons to pupils.</p>	<ul style="list-style-type: none"> • Questionnaire staff to see what areas need training. • Source virtual and live training. • PE staff get to attend training to develop knowledge and skills in specific sports. • Implement what has been learnt into the curriculum or disseminate to staff. 	<p>£500</p>	<ul style="list-style-type: none"> • Questionnaires completed to influence future training needs. • TA's engaged during PE lessons working with targeted group of pupils to ensure appropriate level of challenge and help is given. • Part 1 of health and safety in PE completed by PE staff. 	<ul style="list-style-type: none"> • PE teacher to enroll onto squash and dodge ball courses to further strengthen knowledge and skill. • To network with other schools to encourage and share ideas of good practise. • Ongoing support and training for TA's needed. • Developing risk assessments further.
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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:</p>
	<p>5%</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>To create a PE curriculum that develops pupils skills over time and that is consistent on a yearly basis.</p>	<ul style="list-style-type: none"> • To create a long term PE curriculum map. • To develop and focus a Curriculum pathway for PE that shows a clear path through KS1 and KS2. 	<p>£1500</p>	<ul style="list-style-type: none"> • Pupils have a clear path through their time at SH. • Key skills are mapped out for pupils to build on and develop every year. 	<ul style="list-style-type: none"> • To add 'special events/guests' into our curriculum to build on pupils interest and love of sport. • To develop curriculum map further with new activities.
<p>Introduce new sports to pupils.</p>	<ul style="list-style-type: none"> • Jump Rope and Squash are taught to pupils for the first time as part of the PE curriculum. • To purchase any new equipment that is necessary for the new sports and activities sessions 		<ul style="list-style-type: none"> • Pupils are excited to participate in jump rope. They have increased skill and endurance. JUMP ROPE VIDEO • Pupils have improved skill and technique in racket sports such as squash and tennis. • Pupils have an exciting and varied PE curriculum across the year that engages everybody. 	<ul style="list-style-type: none"> • Purchase of outdoor table tennis tables for the playground for pupils to experience a new and exciting sport that will engage them physically during recreational times. • Embed Archery, Jump Rope and Squash units into our PE curriculum map.
<p>To establish strong links with outside specialists to come into school and teach</p>	<ul style="list-style-type: none"> • To make contact with local providers. • To get families to share club links children use locally. • To look at using our area to improve provision outside of school including tennis, sailing, beach volleyball. • To use facilities outside of school for PE lessons. 		<ul style="list-style-type: none"> • Tennis coach has come in and coached during Summer term for Year 5 and 6 pupils. Pupils have improved racket sport skill. 	<ul style="list-style-type: none"> • To continue to use the services of the tennis coach to provide pupils with quality lessons. • To make links with nearby Southend gymnastics to develop our gymnastics provision.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 15
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"> For all pupil's to compete in Intra School Competitions 	<ul style="list-style-type: none"> Plan and diarise key sporting events in the diary. Use PE time to have intra sport competitions as well as specialist allocated days such as sports day etc. To have a reward system that supports Intra competitions through purchase of trophies, medals, certificates. Record results and think about how this can be shared through the year. 	£4000	<ul style="list-style-type: none"> Engagement of all pupils in competitive sport instead of a select few. All children participating in sports day. Children had a positive experience as they all were able to gain points for their teams. 	<ul style="list-style-type: none"> Intra School competitions to be added to the diary every year. Summer 2022 athletics sports day split over 3 different days for different year groups if needed as this was a success this year.
<ul style="list-style-type: none"> For pupils to compete in the virtual competitions offered by our School Sports Partnerships. 	<ul style="list-style-type: none"> To organise participation with the virtual competitions during our school year. 		<ul style="list-style-type: none"> Pupils have participated in a virtual skipping competition. JUMP ROPE VIDEO Pupil's confidence has increased in skipping and many have great success. More pupils are able to skip and have a far greater repertoire of skipping skills. 	<ul style="list-style-type: none"> To purchase soft archery equipment to enable pupils to compete in virtual competition.