

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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C of E Primary School
Making a Difference

July 2022

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£106
Total amount allocated for 2020/21	£16,840
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,280
Total amount allocated for 2021/22	£16,940
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,220

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>	79%
<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>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<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>	Not this year but we have done so in the past

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: £16,940 + £1280 = £18,220		Date Updated: July 22	
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: 35%
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:
Children develop physical stamina and resilience from an early age -children learn to adapt to and accommodate to outdoor conditions -children develop love of the outdoors and their wellbeing improves	Forest School provision for Whole School		£6,000	Highly successful provision. Children have developed stamina and resilience and are more robust in all weather. Play in playground at school evidences learning at Forest School- interest in climbing, swinging etc Also built in some 1:1 support for 2 vulnerable children to support self-esteem building. Post covid, this has built stamina and risk taking opportunities.	Explore Forest School training for school staff Consider continuing with whole school provision owing to success.
Children have access to appropriate resources to experience and enjoy PE	PE and sports equipment – e.g dodgeballs, kit, outdoor play equipment		£445 spent to date-	Children enjoy learning new sport and accessing appropriate resources	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Celebrate publicly that all children learn to ride a bike safely on public highways and know how to ensure their bike is safe to ride. Sports day to celebrate all children's achievements across the PE curriculum – stickers and medals to all who compete. Team cup.	Assemblies, Newsletters to celebrate progress and achievements. Ensure younger children see these classes happening to support personal aspiration. Develop team spirit, sporting attitudes Support healthy lifestyles Raise self esteem		Children leave our school able to ride a bike Children know how to ensure bike is safe to ride Children have some sense of road safety Returning pupil now in Y8 has built on achievements in PE at CEPS- now ranked 10 th in UK at pentathlon – family thank school for inspiring and supporting child.	Continue to be proactive in supporting all children to access.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
- PE coach works alongside Class teachers to plan and deliver activities linked to PE curriculum and to assess effectively -children access good quality sports coaching - school adults receive high quality CPD to enhance their teaching of PE -school staff delivering alongside sport coach	Level 2/3 qualified coach in school 2 pms and 1 morning x 2 hours a week to work with all classes for all PE.	£6,270	PE lessons have been well planned and delivered Children love PE and make good progress in skills development. Teaching staff have benefited from modelling of good teaching.	School adults more supported to lead PE sessions more frequently in order to build capacity and expertise CPD developed further

<p>– building capacity within school to deliver high quality sports provision effectively</p> <ul style="list-style-type: none"> - school able to offer additional high quality sports delivery outside timetabled sessions -extra curricular sports activities provision enhanced <p>-Access to high quality professional development for the sports instructor ensuring safe practice. Provides legal support if needed</p>	<p>LSA sports coach x 2 pms and 1 morning x 2 hours weekly to support coach in high quality sports delivery</p> <p>Professional Development – Subscription to Association for PE</p>	<p>£4,000</p> <p>£62</p>	<p>Supportive materials to enhance provision.</p>	<p>Ongoing</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 0.8%</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>Access to high quality range of high energy workouts to support active lifestyle- this can also support active listening and learning skills in class</p> <p>Build dance skills and attitudes to dance across school by securing grant for CPD and workshops with dance specialist</p>	<p>Jump Start Jonny Video package for whole school access</p> <p>Whole school Dance support package and CPD sources via grant - half term of lessons – and associated planning to support curriculum</p>	<p>£150</p>	<p>All KS1 children accessed this - impacted on fitness and concentration levels in class</p> <p>Children report enjoying lessons 2 years of dance lesson plans now embedded in curriculum CPD for staff has improved confidence and quality of teaching dance</p>	<p>Renew subscription</p> <p>Follow up workshops as required</p>

Key indicator 5: Increased participation in competitive sport				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:
Value and participate in inter school competition and festivals to support children to compete and to recognise the value of playing sport	Develop sporting skills, team spirit, sporting attitudes Support healthy lifestyles Raise self esteem	£950	Children love to go compete Examples of overcoming nervousness and anxiety in attending with other schools- very important in small school setting. We do well in competition- e.g won regional cricket competition in spite of being smallest school by far competing	Continue to engage as much as possible

Signed off by	
Head Teacher:	Julie Sarti
Date:	July 2022
Subject Leader:	As above
Date:	
Governor:	Godfrey Evans
Date:	July 22