

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 for RUDHAM CE PRIMARY ACADMEY

Please complete the table below.

| | |
|---|---------------------------|
| Total amount carried over from 2019/20 | Overspend £2,032 |
| Total amount allocated for 2020/21 | £14,792 – minus overspend |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £5,253 |
| Total amount allocated for 2021/22 | £16,870 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £22,123 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | 100% |
| <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> | 100% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 77.7% |
| <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: 2021/22 | | Total fund allocated: £22,123 | | Date Updated: September 2021 | |
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| 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: 40.6% |
| 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?: |
| <ul style="list-style-type: none"> Encourage the children to be active during break and lunchtime | | MSA's and staff to use playtime/lunchtime equipment to engage children in physical activities. | | Approx £1000 | Uptake of organised sporting activities during the break and lunch times |
| <ul style="list-style-type: none"> Support mental health and well-being of children cross the school | | Children to recognise when they are in need of space and time out during busy/noisy/unstructured times of the school day. | | Approx £5000 | New structures within the playground to allow children to be active in a different way, such as music equipment/reading corners/well-being areas. |
| <ul style="list-style-type: none"> Covered areas to allow PE to still take place outside even in dull weather | | The importance of children being in the fresh air and outside it important. A covered areas would mean that this would be able to happen | | Approx £3000 | Children would be about side in all weathers and gaining fresh air |
| | | | | | Increase the amount of covered space to allow more outside activities to take place. |

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| <ul style="list-style-type: none"> Resources to be purchased | <p>MSA training to engage children in activities – lunchtime games which involve more children across the school. BA purchased activity books (17/08)</p> <p>HOS to discuss with School Council what they would like to add to their Mental Health in and around the school, linked to the £5000 budget</p> <p>Covered areas – BA to meet with Timotay (07/09) to discuss options for covered areas.</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: 2.2% |
|--|--|-------------------------|--|--|
| 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: |
| <ul style="list-style-type: none"> Celebration board updated each week to highlight the hard work children put into their PE lessons. Children rewarded certificates when they have taken part in a competition Sports Days | <p>Adults put forward names of children who have worked hard. Adults to arrange competitions for children to take part in. Stickers and certificates required.</p> <p>Adults to arrange and where possible invite neighbouring schools to take part in events on our school grounds. Rewards required.</p> | <p>£250</p> <p>£250</p> | <p>Children will want to take part in order to get praise and rewards.</p> <p>Children take part in competitive sport. Children learn that this is an important part of school life.</p> | <p>To continue to encourage children to take part and work hard in sport.</p> <p>To instil sport into everyday life and ethos of the children and then the school.</p> |
| <ul style="list-style-type: none"> Resources to be purchased | Certificates for participation, stickers awards Sports Days rewards and incentives for recognition of achievements. | | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|---|
| | | | | 34.0% |
| 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"> Provide children with weekly PE lessons Provide a range of physical activity through after school PE clubs | <p>Trained coach to deliver 2 x lesson to each class per week.</p> <p>Children to be active during lunchtimes MSA's to involve children in physical activities during lunch break</p> | Approx £7000 | <p>100% attendance for PE lessons – raises attainment and fitness in children High uptake of after school clubs</p> <p>Uptake of organized sporting activities during the lunch hour.</p> | PE teachers (coach and HLTA) instil enjoyment of physical activity in children which the academy then nurtures and will support children in having an active lifestyle in the future. PE leaders will upskill other staff to allow this to be sustainable for the academy with targeted support through CPD. Purchase of additional equipment to support physical activity at lunchtime |
| <ul style="list-style-type: none"> Subscription to PE hub | This subscription will allow consistent approaches to assessment in PE, there is also directed CPD videos and lesson plans to support the work that the staff are completing. | £525 | Secure approved assessment across the classes enabling all staff to be able to securely assess children's ability within the sport. | The assessment will be able to be built on year on year and improve the standards of PE. |

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| <ul style="list-style-type: none">Resources to be purchased | <p>ALL staff to join in with PE sessions allowing them to be upskilled enough to take small groups of children during these sessions. Additional CPD for relevant staff.</p> <p>Subscription to PE – BA emailed LO on 03/08 to purchase this</p> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 18.5% |
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| 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"> Renew EYFS Physical Development resources Renew outdoor/indoor PE equipment to encompass a wider range of sports Allow all pupils to be able to participate in after school clubs | <p>EYFS area to ensure that there are enough resources for physical development of the younger pupils</p> <p>Resources purchased to allow a wider range of PE experiences and build on prior knowledge.</p> <p>Open up the after school clubs to all pupils – meaning that even disadvantaged children will be able to join in with the activities.</p> | <p>Approx £1458</p> <p>Approx £1140</p> <p>Approx £1500</p> | <p>The youngest children in the school will have resources suitable for them to use and age appropriate.</p> <p>High uptake sporting activities. Attendance of regular sporting events encourages engagement in sport and keeps fitness up</p> <p>Uptake for after school clubs will increase for disadvantaged children.</p> | <p>Keeping children’s interests in the physical side of learning.</p> <p>After school clubs attendance encouraged with a variety of sports included with tournaments included where possible.</p> |
| <ul style="list-style-type: none"> Resources to be purchased | | | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---------------------------------------|--|--|
| | | | | 4.5% |
| 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: |
| <ul style="list-style-type: none"> Competitions on home ground arranged and all children to take part. Off site competitions in specific sports arranged for some children. Train staff into being able to drive a minibus to enable children to be transported across sites | <p>Adults/PE leads to organize sporting competitions. PE kits/team kits to be purchased</p> <p>Book designated staff onto minibus training so that children can be transported across sites and to different schools to enable competitive matches/tournaments.</p> | <p>Approx £500</p> <p>Approx £500</p> | <p>Competitions encourage children to engage in sporting events. Children have a smart matching kit.</p> <p>Children will be able to meet with others from across schools within the local area.</p> | <p>To instil sport into everyday life. Continue to offer these.</p> <p>Ensure that staff with minibus training are available to take children to venues.</p> |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |