

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

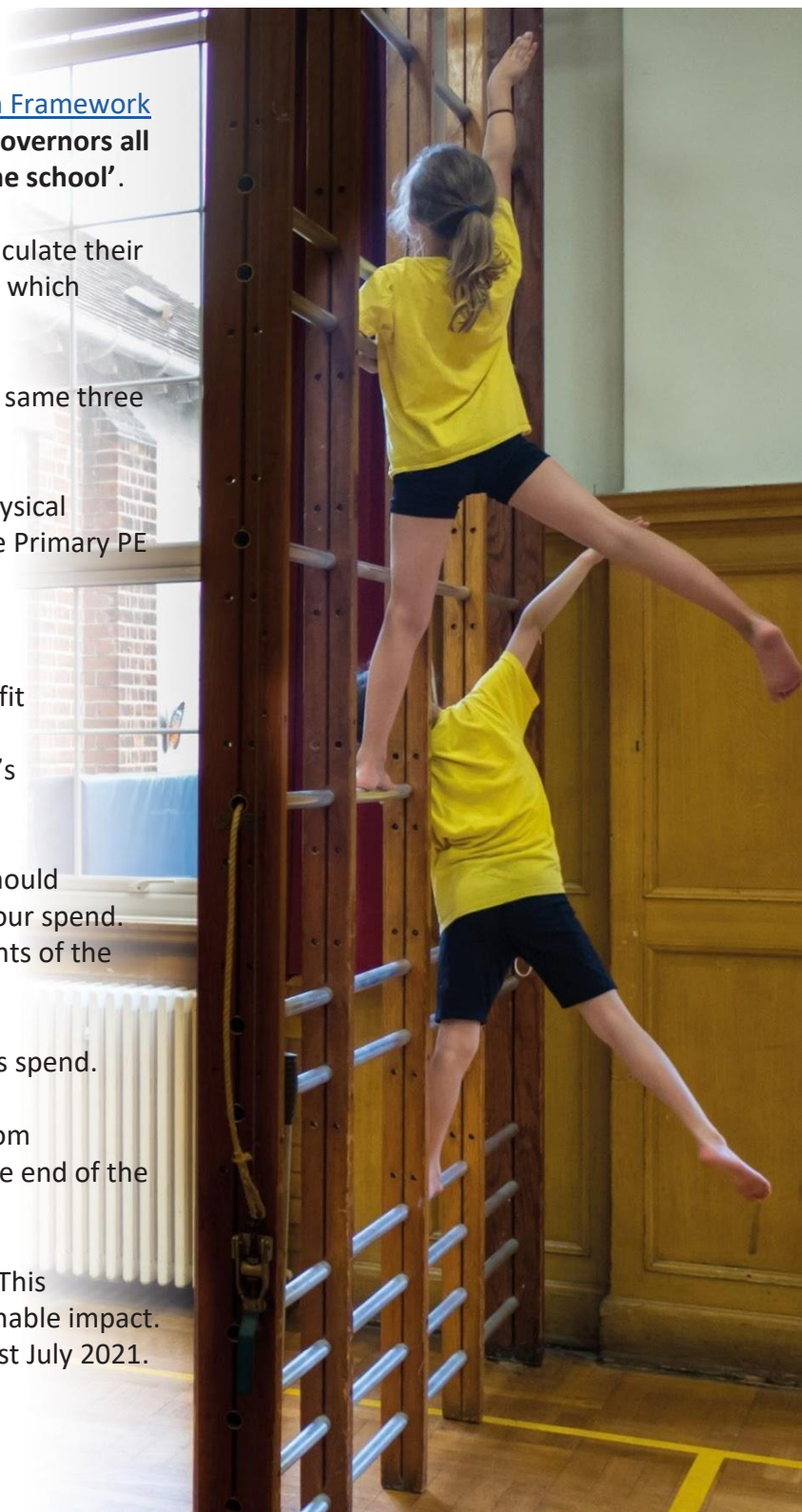
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Achieving gold mark in Sainsbury's School Games for the last 5 years ● High profile of PE across the school with increased staff confidence ● Individual athletes being signposted to continue with sports outside of school ● High level of participation in school games events at every level ● REAL PE scheme introduced and all staff fully trained ● Embed and secure the new PE curriculum and philosophy ● Introduced Real Gym Scheme of learning. ● Increased participation in active travel inc active travel track. ● Development of KS1 active learning environment has started. ● Plans in place to offer active breakfast club in September 2021. ● Introduction and complete of Play Makers – Y6 young sports leaders. ● Increased participation in after school clubs and active holiday club. ● PE leaders working collaboratively across the Trust – primary and secondary. 	<ul style="list-style-type: none"> ● Greater involvement of increased numbers of children in extra-curricular sport ● Ensure there is a high standard of PE teaching across the school ● Aim for Platinum school games mark ● Further develop daily fitness activities an active play to promote health and wellbeing – community focus through intra/inter opportunities ● Embed and develop accurate use of PE assessment to monitor the impact of physical and mental well-being. ● Further improve and develop 'active outdoor learning ● Achieve healthy schools status environments to promote healthy and active lifestyles. ● Aim for Gold Modeshift stars award accreditation. ● Further develop the leadership of purposeful play. ● Further develop the role of active travel across the school and achieve Mode shift stars gold award to increase road safety and awareness. ● Review 'catch up' curriculum swimming plan and ensure all KS2 experience KS2 swimming and water safety.
Funding =£18,840 2021-2022 + Carry forward	

<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 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>	75%
<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>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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

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: £18,480	Date Updated: 5 th November	
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:
				14%
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"> To ensure that all children are engaged in physical activities every day To ensure that all pupils have regular daily exercise 	<ul style="list-style-type: none"> Continue to train year 5/6 children to be 'Positively Energetic Play-PEP / Young Sports leaders (play makers) to plan for and lead sporting activities at break and lunch times and school sporting events. Lunchtime energetic play is purposeful and an integral part of daily fitness at school Continue to monitor and ensure PEP equipment is adequate and safe to use. (Weekly) Ensure there is a wide range of child led and accessible outdoor equipment. Through the introduction of active family community boxes, children will participate more regularly in daily exercise (Spring 2022) 	£1500	<ul style="list-style-type: none"> Year 6 children have confidently led positive play activities using Young Sports leaders knowledge to encourage positive play at break times (pupil voice has demonstrated the positive impact) 18 – sports leaders across sites. New equipment has led to an increase in children participating in PEP at break times and lunchtimes. Chn take ownership of their active play and choose how they spend their break times. Classes regularly participate in the active mile / wake and shakes which has led to an increase in physical and mental wellbeing for all pupils. The introduction of play maker's sports leadership scheme has provided children with transferable leadership skills. 	Continue to develop young leaders through the play leaders national sports leaders programme each year.

<ul style="list-style-type: none"> Promotion of active travel and physical activity through walk/scoot/cycle to school celebrations and equipment hire 	<ul style="list-style-type: none"> Launch bike/scooter loan scheme (September 2021) Promote family active travel days. Introduce track usage throughout the school day and within the environment- Wheelie Wednesdays! 	£500	<ul style="list-style-type: none"> Increase in daily physical activity. Increase in Modeshift accreditation and safe school travel. Children and families have been encouraged to participate in active travel which led to 96% of children now choosing to take an active travel route to school. September 2020 - 78%. 2018/19 - 52%. 2020/21 – 96% 2021/22 – 95% Active travel loan system will enable more families to participate in physical activity before and after school as well as during weekends and the school holidays across both sites. The introduction of active travel leaders promotes road safety and awareness throughout the school. The active travel track enables children to use their bikes and scooters during the school day as well as providing the opportunity for future use by the community. 	Continue to embed active travel interventions throughout the school day to support children's fine motor, coordination and balance skills. Further promote scheme.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:

<ul style="list-style-type: none"> Raise the school's profile of sport, PE and active lifestyles on social media. 	<ul style="list-style-type: none"> St. Anne' sport and PE pages on Twitter and the website to be updated and publicised. CB/LH to encourage all staff to promote and share active play and PE via social media. CB/LH to stream and promote school achievements and participation in school games, inter-sport competitions and additional curriculum sporting activities ongoing Jill Dando News Centre to share good sporting news Ongoing 	£50	<ul style="list-style-type: none"> School's sport, PE and physical activity profile has continued to rise Participation from families and the community in school events will increase post COVID. School's achievements shared and widely recognised. 	<p>Successful participation in monthly challenges through the use of s/m.</p> <p>Continue to share good news stories and promote active lifestyles and achievements inside and outside of school.</p>
<ul style="list-style-type: none"> Continue to encourage and develop the active mile and active travel initiative to improve the physical and mental wellbeing of all pupils throughout the school day. 	<ul style="list-style-type: none"> Continue to embed active mile / wake and shake activities across the school alongside active travel initiative. (Spring/Summer terms) Raise profile of active mile – take part in Race for Life Primary school event 20/21 - community event – postponed until 21/22 	£300	<ul style="list-style-type: none"> Children participate regularly in the daily mile and this has led to an increase in physical fitness Children are beginning to feel happier, fitter and healthier which has started to increase focus and concentration in the classroom - pupil voice files More children are adopting active travel routes by exercising before school – this has resulted in children being actively ready to learn. 	<p>Further promote the active mile especially during warm months where the field can be used. Consider printed tracks on both sites during summer periods as this was a great success at the race for life and used throughout the school day.</p>
<ul style="list-style-type: none"> Ensure that there is a wide range of extra-curricular sporting activities available for all to increase profile. Ensure higher participation in extra curricular activities 	<ul style="list-style-type: none"> Provide additional non-traditional sporting activities and clubs e.g. wheelchair basketball, Yoga, fitness classes, scooter clubs etc. including travel. Teaching staff to run after school clubs to provide extra curriculum opportunities. 	£2000	<ul style="list-style-type: none"> The profile of extra-curricular sporting activities and non-traditional sports has raised. Pupil voice has identified children prefer extracurricular offers run by school staff. Children enjoy after school clubs and recommend attending (pupil voice). Positive response from parents. 	<p>300+ chn now taking part in additional provision, increase of 100+ since last July at 182 participants.</p> <p>Continue to offer a rich and balanced extra curriculum offer run by both internal and external staff.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			51%
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"> Enhance the skills of teaching staff to ensure quality PE and sport is taught for at least 2 hours a week Consolidate and review the new PE curriculum which focuses on fundamental skills through purchasing and training using Real PE Continue to provide staff with Real PE and Gym training to secure intent of PE curriculum. 	<ul style="list-style-type: none"> Consolidate , secure and evaluate PE curriculum Continue to audit and purchase new equipment Provide regular CPD sessions to train staff (REAL PE and Real Gym) as well as team teaching opportunities to raise the standards of PE teaching practice across the school. Continuous. Continue Complete PE and Real PE Memberships Use of coaching 15 to review and consolidate quality first teaching experiences of all. Provide leadership time to promote quality first teaching of PE across the school. 	£5000	<ul style="list-style-type: none"> Staff have continued to develop their skill of teaching fundamental PE skills and be regularly incorporating them in weekly PE lessons Staff are keen to continue to develop skills to teach specific elements of PE through working alongside PE coaches ie gymnastics , football and incorporate these teaching skills in other PE lessons New equipment has enhanced the teaching of PE skills and ensure all skills can be taught. Review of the PE curriculum has ensured progression of fundamental PE skills and been shared with all staff. 	<p>With new staff joining SACA 2022, utilise our membership with create to provide training for new staff on the teaching of quality PE through the whole child and holistic development approach.</p> <p>Continue to provide coaching 15 opportunities to ensure a high quality teaching PE is sustained.</p>
<ul style="list-style-type: none"> Embed PE assessment to measure the impact of the teaching of physical activity 	<ul style="list-style-type: none"> Introduce Real PE assessment tool – providing evidence and impact of teaching and pupil progress. Provide staff training. 	n/a	<ul style="list-style-type: none"> Staff are developing confidence with monitoring and assessing pupil progress in line with the PE objectives and aims. 	Consider how to summative record and evaluate whole school improvement and progress over a 3 year period.

<ul style="list-style-type: none"> Develop links with Create to become an expert school 	<ul style="list-style-type: none"> Continue to monitor, reflect and evaluate the impact of the new PE curriculum across the school - continued 21/22 	£150	<ul style="list-style-type: none"> Staff are more confident in participating in an Ofsted PE deep dive. CB has supported other primaries in developing a robust, confident and progressive PE curriculum.(Pawlett/THPA) 	CB working closely with create as well as sharing knowledge with new primary schools within the Trust.
<ul style="list-style-type: none"> Embed PE philosophy from 4 - 16 across the trust (Enhance transition to Secondary) 	<ul style="list-style-type: none"> Work closely with secondary PE departments to develop links across KS2/KS3. Work alongside the PRC to offer additional curriculum opportunities and across the Trust e.g. basketball tournament, PRC Fitness Club Share and develop PE training with secondary colleagues to embed PE philosophy. 	£150	<ul style="list-style-type: none"> Progression between KS2 and KS3 curriculum PE is continuing to become more cohesive sharing the same underlying principals etc. More children are being encouraged to continue to participate in PE and sport throughout their secondary schooling. There is a strong working relationship amongst PE colleagues across the Trust which has enabled great opportunities to take place. This has sparked children's curiosity for sport and fitness as well as supporting the transition between primary and secondary. 	CB leading PE hub enabled primary PE schools to share plans and philosophy for primary PE and share opportunities for CPD and coaching.
<ul style="list-style-type: none"> Raise knowledge and skills of staff in a range of sporting activities. 	<ul style="list-style-type: none"> Train year 6 staff on delivering water safety, the delivery of swimming and water safety. Also provide an expert experience during Term 6 for Year 6 to apply knowledge in the water. Support ECT and newly appoint staff with expertise coaching CPD support/ team teaching sessions. Term 2/3 	£750	<ul style="list-style-type: none"> Staff will be able to confidently deliver water safety lessons to increase pupil progress in 'What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?' Staff are more specialised in the teaching of sport and PE. 	<p>.Y6 staff experienced water safety CPD on poolside and all teaching staff developed knowledge of water safety and delivered a curriculum session during drowning prevention week.</p> <p>ECT provided CPD and coaching opportunities and this should continue.</p>

<ul style="list-style-type: none"> Continue to employ play leaders to enhance PE and sport delivery 	<ul style="list-style-type: none"> Play leader/ apprentice will promote purposeful energetic play and physical activity during lunch times. Initiating active and healthy lifestyles during lunchtimes. Sport leader will conduct sporting events and whole school activities alongside PE leader CB. 	£6644	<ul style="list-style-type: none"> Children are participating in more physical activity during the school day. Children are continuing to become more engaged in physical activity, play and support promoting active lifestyles. 	Continue to support salary of the two play leaders in our school to promote active play, healthy living and lifestyles.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%

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"> Ensure that children have access to a wide range of 'different' sports to widen participation and interest Raise children's understanding, awareness and experience of extreme and unfamiliar sports. 	<ul style="list-style-type: none"> Introduce – extracurricular sport activities kayaking or extreme sports including transport – Organise extra-curricular sporting spectator opportunities to capture student interest. Involvement in 'different' sporting events (Previously wheelchair basketball, badminton etc) – Visits to watch high quality sport (previously international women's cricket) - Continue to provide opportunities to play / 	£1500	<ul style="list-style-type: none"> Increased engagement from children. Engaged and enthusiastic children are signposted to extra-curriculum sporting clubs. Children more inspired to take part in extra-curriculum sport which will promote active and healthy lifestyles. Children have the opportunity to participate in a variety of different sports Children have the opportunity to watch quality sport Children will be confident to undertake new sports both inside and outside of school 	<p>Further increase experiences from professional athletes e.g. such as Aaron Phipps to inspire pupils to participate in a wide range of 'different' and unfamiliar sports..</p> <p>Invest further in experiences across phases as well as year 6.</p>

	experience a range of sports through extra-curriculum experiences.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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"> All children in their time at St Anne's will have the opportunity to compete in at least a level 2 competition 	Continue to provide opportunities for all KS2 pupils to participate in school sporting activities during their time at St Anne's – participation in school games doc to be added to and monitored by staff and CB. <ul style="list-style-type: none"> Develop intra school sporting competitions Focused attention on sporting clubs at school and in the community – continue in 20/21 	£1300 subscription to the PE association	<ul style="list-style-type: none"> All children will have had the opportunity to compete against other schools as individuals or as part of a team. Children have continued to take part in virtual events during 20/21 and this has increased participation to whole class rather than selection. 	Continue to monitor school games participation to ensure all children are given the opportunity. Ensure new staff are aware of external opportunities as well as internal and virtual opportunities.
<ul style="list-style-type: none"> Continue to develop the role of Sports Champion to lead participation in competitive sporting activities. 	<ul style="list-style-type: none"> Purchase new competitive sporting kit for children to wear to participate in games to promote sport professionalism and team ethos at competitions. Chn to take part in virtual events due to Covid 19 	As costed above	<ul style="list-style-type: none"> Sports Champion has organised and initiated participation in competitive sport across the school – virtual events. Children will be inspired by sport professionalism and team ethos which may lead to a higher uptake of competitive 	

	restrictions – on going. <ul style="list-style-type: none"> Community led active challenges facilitated through family activity loan boxes. 		sports outside of school. <ul style="list-style-type: none"> Community boxes will continue to promote an increase in intra/inter competitive sports. 	
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Another Indicator Identified by the School – School Swimming Development Support				Percentage of total allocation:
				7%
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"> Y5/6 Children who have not yet achieved and are able to swim 25m to attend additional swimming lessons during the summer terms. 	<ul style="list-style-type: none"> Provide additional swimming sessions during Term 5/6 with CB at local leisure centre. Swim records kept from year 3 to assess outcome – questionnaire based on progress during year4/5 to be made and sent home. 	£1000	<ul style="list-style-type: none"> A higher percentage of children will be able to swim 25m by the end of KS2. A higher percentage of children will be able to confidently swim using a range of strokes by the end of KS2. 	Next step idea– to increase percentage and 25m achievements, begin swimming lessons earlier to provide children more opportunity to tackle fears younger and provide more opportunities for swimming at SACA e.g. Year 1 , 3 and water safety in Y6.
<ul style="list-style-type: none"> All Year 6 children to receive class based session's water safety and rescue to broaden and embed knowledge. 	<ul style="list-style-type: none"> Provide class based lessons / resources for water safety and rescue. Mini medics? Children to be reassessed during water safety session Term 6 2021.	£700	<ul style="list-style-type: none"> A higher percentage of children will be able to perform water safety signal and rescue whilst also understanding the theory and age appropriate first aid. 	

Signed off by	
Head Teacher:	Emma Hardy Smith
Date:	16.7.22
Subject Leader:	CBradley
Date:	15.7.22
Governor:	Kate Sargent
Date:	22.7.22

