

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	£5313
Total amount allocated for 2020/21	£19840
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11555
Total amount allocated for 2021/22	£19829
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£31384

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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		
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	92%	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	90%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%	
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?	Yes/No	

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
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:	
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>Headline Intended Impact on Pupils – All pupils will be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> Provide a range of activities - implementation of new extra-curricular timetable. Increase the number of clubs for children to therefore increase participation. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by MDSAs and year 6 playleaders. 	<ul style="list-style-type: none"> Ensure range of clubs provided afterschool: gymnastics, netball, football, tennis, cricket, dodgeball. Working and liaising with more providers and sports clubs – outside agencies to support facilitation. Year 6 sports leaders and MDS trained in Playground Games. School Games Multi-skills programme training year 5 leaders to work with y2-y4 at playtimes. Create activity schedule so playleaders are able to maximise physical activity at lunchtime and be closely monitored by MDSA team and LB. Equipment and resources to be bought for facilitation of activity with playleaders and independent active play. Premier sport to continue to provide lunchtime clubs as carryover from LB moving in-house. Utilise leadership ideas from Complete PE. 	<p>new equipment</p> <p>Complete PE annual membership</p>	<p>In 2020-2021 10% of FS/KS1 and 30% of KS2 attended extra-curricular clubs at school. (Partly impacted by Covid) Through the promotion of new clubs by July 2022, 15% of FS/KS1 and 50% of KS2 will have attended extra-curricular sports clubs</p> <ul style="list-style-type: none"> Survey of extra-curricular activities that the children participate in at school and out of school. Extra-curricular registers of attendance <p>By July 2022 80% of children are choosing to be physically active across a typical week at lunchtime with new equipment, lunchtime clubs and the playleaders promoting active play activities.</p> <p>Considering lunchtime and extra-curricular activities as well as activity outside of school: At the beginning of this academic year 2021/2022, much less than half of all pupils were active for 60 minutes a day, 7 days a week on average. By July 2022, we 70% of pupils to achieve an average of 60 minutes a day 7 days a week.</p> <p>At breaktimes the children have been active playing in their year groups, but not single classes as previously. Daily activities have been set up for the KS2 to encourage physical activity: a range of activities are on offer to engage more children and not just football. All outside areas of the school are used: the top field, MUGA, lower field and playgrounds so the children can spread out and enjoy their active playtimes and resources. Children have been engaged in selecting of playtime equipment which has been</p>	<p>Continue to liaise with families and pupils to ascertain the clubs and activities that pupils want to be attending.</p> <p>Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend.</p> <p>PP funding and free places given where applicable to support families who need extra - help accessing these clubs</p> <p>Lunchtime activity facilitated by year 5 multi-skills leaders and year 6 PALS and MDSAs so the provision is in house.</p> <p>New lunchtime MDSAs trained in engaging chn in active playtime.</p> <p>Complete PE membership is sustainably priced and SLT can continue to fund this beyond the funding.</p>

			<p>purchased if deemed appropriate and cost effective. Year 6 Lunchtime Pals taught the younger pupils games and cooperation through their play. The new School Games Multisport's initiative which involved several days of training of year 5 leaders and then working with each class from year 1 to year 4 has engaged children in being active as well as reinforcing the importance for health, social and enjoyment. Gorseland world cup saw all of KS2 involved in football competition was a huge success and shared on the school website. Lunchtime clubs run by Mr Betts and Premier sport encouraged active lunchtimes as well as development of PE skills. After school clubs of football, netball and gymnastics paid for by Sports Premium remain hugely popular.</p>	
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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:</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>Headline Intended Impact on Pupils – All pupils’ personal development will be developed and celebrated.</p> <p>In addition, supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <ul style="list-style-type: none"> Celebrate the whole child through Physical Education ensuring strong personal development. Continue celebrations of PE as part of Excellence Book on Friday to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved. 	<p>Challenge the personal development of all pupils by:</p> <ul style="list-style-type: none"> Celebrate and assess Physical Education in line with Complete PE success outcomes that challenge Physical, Cognitive, Social and Emotional outcomes. Record formatively and summative. Celebrate the personal challenge achievements of pupils within lessons, through celebration assembly and within class of outside successes Success to be seen physical, cognitively, socially, and emotionally. Achievements in School sport to be celebrated in celebration assembly 	<p>CPE membership referenced in Key Indicator 1.</p>	<ul style="list-style-type: none"> See PE attainment data (whole child) in Key Indicator 3. Celebration assemblies, class blogs, Twitter and school website all share school's sporting successes and participation. The notice boards/newsletter are full of information about matches/clubs/results and pupils are keen to get involved. Fitter pupils. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> 100% of Pupils feel proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem – see pupil voice. 	<p>Complete PE membership is continued.</p> <p>Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p>

<ul style="list-style-type: none"> Promote physical activity outside of school and celebrate. 	<p>Different classes to showcase PE learning in their class assemblies for rest of school and parents.(EG Dance/Gymnastics performance).</p> <ul style="list-style-type: none"> PE board celebrates the successes of School team events. School Twitter and website celebrates participation in team events. Organise for pupils with sporting stories/successes from outside of school to bring in photos/writing for the display. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:

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>Headline Intended Impact on Pupils – All pupils’ will receive 2 hours high quality physical education every week. 100% of pupils will be developed in their physical, cognitive, social and emotional learning. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> To ensure all children are participating in two hours a week of high quality PE the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Additional courses/CPD programs for other areas of the curriculum and NQT support 	<ul style="list-style-type: none"> Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Support for PE leader included. Level 5 Primary PE specialism course to be booked for PE subject leader. Ensure Complete PE annual membership is paid. 		<p><i>Staff both teachers and HLTAs covering feel more confident in teaching PE using Complete PE as a starting point. The videos have supported the teaching where the children can watch what is expected in class with discussion before heading out for PE lesson.</i></p> <p><i>Pupil voice showed that most pupils not only enjoyed PE but have developed good vocabulary knowledge of the specific PE topic and were confident to demonstrate their learning either through action or explaining verbally. Through a focus on PE vocabulary being taught the subject knowledge of pupils</i></p>	<p>PE Leader to complete the Level 5 certificate in Primary PE subject specialism and leadership. This allows sustainability going forwards as PE leader can then continue to upskill staff in house if/when the funding stops</p> <p>Staff will all be confident and delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and working with</p>

<ul style="list-style-type: none"> Utilise interactive PE curriculum to ensure high quality delivery and consistency of the PE provision 	<ul style="list-style-type: none"> Quality and quantity of resources for lessons purchased to allow for High Quality Physical Education and pupil attainment. 		<p><i>questioned was stronger this year than last.</i></p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> Staff value PE the impact of High Quality PE on the pupils. Fitter pupils 	<p>other schools plus our Level 5 qualified PE Leader.</p> <p>Interactive SOW includes over 6500 videos showing outcomes of learning. These videos linked to lessons provides continued CPD beyond the SSP funding.</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:

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>Headline Intended Impact on Pupils – All pupils’ will be exposed to new areas of activity. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <p><i>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</i></p> <p><i>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</i></p>	<ul style="list-style-type: none"> Extra-curricular – Dodgeball, Dance, Netball, Football, Multi Skills, fitness Additional Sports on offer –through Multiskills. Arrange a pupil survey to ascertain what pupils would like. Involve external coaches to work with staff in clubs/ when applicable lessons. New climbing frame in outside space. New climbing frame in the hall for gymnastics 		<ul style="list-style-type: none"> Surveys in class have encouraged discussion about types of sports children are involved in out of school. This has led to children trying out different clubs. Clubs such as basketball from outside clubs have been promoted through the school website. Multiskills training with year 5 encouraged many younger years 1-4 to become involved in different sporting activities at playtime giving them the confidence to try something new. The new fixed playground climbing equipment has given children a real challenge to climb to different heights, take safe risks and develop strength to hold themselves. KS3 Children have benefitted from regular table tennis sessions improving hand eye coordination as well as confidence in a new and sociable sport. SSU have benefitted from 3 special gymnastics session with teachers at Pipers Vale gymnastics with access to wonderful equipment to challenge them appropriately. Bowling trips have promoted an activity new to many pupils. The new climbing frame in the hall will be fitted during the Summer holidays. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> Fitter pupils Most pupils say they enjoy PE and Sport and want to get involved in more activities 	<p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring that more extra activities will become available.</p> <p>Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending.</p> <p>Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend</p> <p>PP funding and free places given where applicable to support families who need extra - help accessing these clubs</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>Headline Intended Impact on Pupils – Increase the number of pupils participating in an increased range of competitive opportunities. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week and supporting personal development of all pupils.</p> <ul style="list-style-type: none"> Ensure provision of competitions covers belonging, develop and compete through School Games at interschool level and then intra school and virtual competitions to ensure competition is inclusive and accessible to all – linked to life skill development. 	<ul style="list-style-type: none"> Continue to encourage competition in lesson time. Ensuring there is an intra school competition for all classes at the end of each unit. Focus on personal development (key life skills) through competition, bespoke to pupils needs. Organise inter school competitions for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions. This will also Improve links with other schools at the same time providing excellent competition opportunities for all children in all year groups. Apply for Gold School Games Mark 		<p>This year has seen the welcome return of competition events with Gorseland pupils taking part in a huge number of events. Sports Premium has allowed for Mr Betts to lead the preparation and training as well as the teams themselves. Such events build confidence, friendship, emotional resilience through winning and losing as well as a visit to another environment and physical challenge. The school continues to follow the ethos of balancing participation and competition. This is in line with School Games which invites schools to select teams based on either development (participation and games experience which allows all children to enjoy the competition experience and not leave feeling disheartened) or competition (which allows the more able sports children to be challenged). The competitions have included different ages, boys, girls and mixed events, all are team events however there has been the opportunity for individuals to shine at the Royal Hospital Cross Country where a coachload of 36 children competed on the challenging course. There have been competitive events such as U11 Mixed Basketball Tournament, Boys U11 Futsal Tournament and Girls U11 Futsal Tournament all at Inspire Suffolk as well as U11 Mixed Quicksticks Hockey at St Joseph's. Development events include U9 Girls Football Festival at Ipswich Town's Portman Road, U11 Mixed Dodgeball at Inspire Suffolk. The SSU has a fantastic time joining in with the Inclusive Ten Pin Bowling at Martlesham. Other events that pupils competed in include a Girls Football Festival, All Stars Cricket competition (for U7), Dodgeball, Bee Netball and U11 Cricket. Teams competed at QuadKids at Northgate High School. The U11 girls football team has shown commitment, determination and skill with great success in winning the local league and went on to compete at the county finals.</p> <p>Intra school competitions have happened but do need further focus for next year to become a part of all PE units. Gold School Games Mark achieved.</p>	<p>Competition will be imbedded as a normal element of learning at level 1 stage through continued access to house competitions in class/lesson time. (SOW). This will bear no cost if the SSP funding stops</p>

			<ul style="list-style-type: none"> Schools own data / registers of teams Calendar of events / fixture lists 	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	