

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 2022. 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	£ 1,771
Total amount allocated for 2020/21	£ 16,770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 3,388
Total amount allocated for 2021/22	£ 16,750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 20,138

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>NB: Data is based on a cohort of 11 children</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 2022.</p> <p>Please see note above</p>	<p>78%</p>
<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>	<p>78%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>78%</p>
<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>	<p>Yes</p>

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: £20,138		Date Updated: 31.07.22	
<p>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</p>					Percentage of total allocation:
					53 %
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?:	
			£		
To increase physical activity at lunchtimes and to play games under the umbrella of the school's values: Love God, Love Yourself, Love Others, Love Learning and Love Your World	A coach from Multi Active continues to work with the children at lunch. A rota is in place for classes. Focus has been to promote gamesmanship and being good winners and good losers.		3,075	<p>Key features</p> <p>Children know that there is a specific adult to help them organise games and support them should issues arise. There continues to be improvements in children's attitudes to lunchtime football and participation has increased. Staff report an impact on behaviour, with less time being spent on resolving issues arising from lunch time. Children have learnt how to organise games, when not with the coach and are following the Essendon Way.</p>	
To encourage children to be active during break and lunch times by providing well resourced, planned	As part of the whole school pastoral care and SEND provision, a new position was created. The job		2,057	<p>Children are more active at lunch times. A variety of equipment has helped children develop and</p> <p>KS1 and KS2 pupils are now familiar with lunchtime routines. Staff now have a blueprint that can be continued in future years.</p> <p>The equipment purchased is of good quality and will last. Pastoral Lead to review and</p>	

<p>and child directed activities.</p>	<p>holder's responsibilities include organising and resourcing lunchtime activities. New equipment to be used specifically at lunch, including new bikes and scooters, have been purchased. Basketball has been particularly popular. Existing posts are not robust and, in high wind, have blown over. New posts, which are to be concreted in, have been identified but not ordered as company can't supply until September/October.</p>	<p>2,400</p>	<p>practise fundamental and advanced physical skills.</p>	<p>liaise with PE Lead regarding replacement in future years.</p>
<p>To ensure that every PE lesson is well resourced enabling every child full access to quality, purposeful and progressive learning.</p>	<p>Purchases of equipment</p>	<p>1,782</p>	<p>Children's learning and progression is maximised. Teachers report higher activity levels during curriculum lessons with greater outcomes</p>	<p>Equipment for PE is stored in our locked PE shed. Staff are confident that equipment is available making planning and delivery more successful. PE lead will continue to monitor equipment and will replace when necessary.</p>
<p>Due to the pandemic, our research indicated that many of our pupils who had received curriculum swimming lessons in the past, had lost confidence in their own abilities. Nationally, water related deaths and accidents were increasing. Essendon recognised the need for our children to receive further swimming instruction.</p>	<p>Subject Lead researched provision being offered by local pools, ensuring that each swimming programme aligned to the Schools National Curriculum. A local pool was contacted, and lessons booked for the Spring and Summer terms.</p>	<p>1,208</p>	<p>All KS2 children who attend lessons improved their stroke style and increased the distance they could swim. Pupils learnt about safe self-rescue, and all are now confident they would know what to do in an emergency.</p>	<p>Knowledge, skill, and awareness gained by pupils will be built upon in years to come.</p>

To encourage families to consider more active modes of transport	7 Year 6 pupils to complete the Bikeability course	175	64% of Year 6s attended a Bikeability course. Children reported feeling more confident riding their cycles and would consider using them more.	Children have learnt a life skill and will continue to improve and build upon their cycling knowledge.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 17 %
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:
Following appointment of a new Head, The Essendon Way was introduced. A set of expectations to ensure that every pupil has the best learning experiences. Many of these expectations needed support to be embedded away from the classroom and during non-curricular parts of the day.	Appointment (Summer term) of a TA Apprentice with a sports focus to work with Pastoral Lead at lunch, lead after school activities and provide support across the school.	3,200	General behaviour has improved. Through sport and games children have been taught Essendon Way expectations in a clear and relevant way PE specialist involvement in curriculum lessons results in increase quality and impact.	The Apprentice will remain in post for the next academic year. With increased experience, knowledge and expertise our Apprentice will be able to work independently increasing opportunities for pupils.
To use physical activity as a tool to impact on cognitive skills such as concentration and attention, and to enhance classroom attitudes and behaviours.	Pupils are encouraged to be active during break and lunch times. Classes timetable a 'wake up shake up' activity and active lessons are encouraged.	0.00	Staff report that many pupils are more focused during lessons. The Essendon Way has been embedded and behaviour has improved	Continue to encourage activity throughout the day, briefing new staff on importance PESSPA.
Raise profile of representing Essendon School at sporting competitions, events and festivals. To be proud to be part of Essendon School.	Essendon embossed PE kit purchased for all new pupils.	220	Pupils feel proud to represent Essendon.	Local uniform supplier stock T-shirts. A supply of second-hand shirts is kept at school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
To ensure that PE lessons are high quality, relevant and progressive. To focus on whole child development and to be inclusive and challenging.	Staff continue to use GetSet4PE. A three-year subscription was purchased in academic year 2019/2020, therefore, no expenditure incurred during this premium spend.	0.00 For this premium allocation	Children's skills are developing. Pupils are becoming familiar with the scheme and are beginning to understand what they need to do to improve. Pupils are appropriately challenged. Scheme builds on previous learning. Pupils are given opportunities to develop social, emotional and cognitive skills.	Scheme provides teachers with a simple, clear and robust lesson plans. There's clear progression of skills and an option for assessment. Scheme continues for next year with option to continue after then.
To ensure that staff's knowledge and expertise is built upon.	CPD opportunities are highlighted, and staff are encouraged to attend.	0.00 For this premium allocation	Staff are more confident and skilled in delivering PE lessons. Pupils benefit from a high quality of teaching.	Staff experience will continue to grow.
To ensure that subject leader is aware of sporting opportunities enabling her to plan PESSPA across the year alongside SLT. To also ensure that PE premium is spent and documented within guidelines and to be aware of School Games, the school games mark and associated activities.	Termly Subject Leader Days are organised by The Hertford and Ware Schools Sports Partnership.	0.00 Included in the school's membership to HWSSP	Subject Leader and SLT have been able to target groups of pupils ensuring inclusivity. Subject Leader is informed of statutory requirements. Essendon has been awarded the Silver Games Mark.	HWSSP will continue although opportunities will be reduced as the Partnership transitions following a change in personnel.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 27 %
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>Additional achievements: Provide children with opportunities to engage in a variety of different sports.</p> <p>To encourage more pupils to engage in extracurricular sport.</p> <p>To provide transport to festivals, competitions, and sporting events.</p>	<p>Full membership of the Hertford and Ware Schools Sports Partnership.</p> <p>The school continues its relationship with Multi Active. To support afterschool sports clubs and to make accessible to all pupils, each place was subsidised by 50%. In September and October.</p> <p>Local coach companies were approached, quotes invited, and the most cost effective was booked.</p>	<p>1,200</p> <p>654</p> <p>3,572</p>	<p>All children in KS1 and KS2 have had the opportunity to attend at least one sports festival. Essendon has also competed in football and netball tournaments, were very successful at District Sports and competed in a Commonwealth Games based afternoon.</p> <p>Many clubs continue to be successful, with 68% of children attending clubs.</p> <p>All pupils were able to attend all off-site sporting events, including pupils who travel to school on the local authority minibus.</p>	<p>HWSSP will continue although opportunities will be reduced as the Partnership transitions following a change in personnel.</p> <p>Multi Active clubs are now well established and will continue without subsidy from the school.</p> <p>Essendon will continue to recognise that many of our pupils require assistance to attend off-site activities. The announcement that Sports Premium will continue next year will enable us to do this.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3 %
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 provide opportunities for pupils to play more team sports and experience competitive matches.	A football coach has been employed and any children in Years 3 to 6 can attend training without charge.	475	Essendon now has its own football squad and teams have enjoyed matches against local schools and participation in football tournaments.	The football club has become an important part of after school activities. The club will continue.
To give every child the opportunity to be part of and score in a competitive event.	Following the success of the revised sports day programme last year, it was decided to use a similar format but, as pandemic restrictions no longer apply, events were to be increased. All pupils to receive sport day medals.	120	Every child was involved in sports day and scored for their House. One pupil stated that receiving a medal at the end of the event made them 'feel like runner on the telly'.	Sports Day has now been planned, and format can be used in future years.

Signed off by	
Head Teacher:	<i>Belinda Canham</i>
Date:	<i>31.07.22</i>
Subject Leader:	<i>Janet Pinfold</i>
Date:	<i>31.07.22</i>
Governor:	<i>Pauline Alleyne</i>
Date:	<i>31.07.22</i>