

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised July 2021

Commissioned by



Department  
for Education

Created by



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SPORT  
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Our Lady & St Joseph  
Catholic Primary School



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](http://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 allocated for 2020/21	£ 19,340
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 17,459
Total amount allocated for 2021/22	£ 19,410
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 36,869

## 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><b>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</b></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><b>N.B.</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>	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>	60%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	65%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £36,869 (21/22 carry-over of £17,459 + 21/22 funding of £19,410)		Date Updated: 19/02/22	
<b>Key indicator 1:</b> 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					<b>Percentage of total allocation:</b> 63.3 %
Intent	Implementation		Impact	Sustainability and suggested next steps	
<p>Focus: Daily Physical Activity</p> <p>During play &amp; lunch breaks:</p> <ul style="list-style-type: none"> <li>We want the children to be know how to exercise and play safely.</li> <li>We want children to know how play games and sports independently and as part of a team.</li> <li>We want children to know a range of games that they are confident in playing, so they are supported in leading self-initiated play.</li> <li>We want children to be encouraged and supported to become active. We want active play to become a positive experience.</li> </ul> <p>Providing sufficient equipment per class results in the equipment being more accessible to each child and</p>	<p>Introduction of 5 lunchtime sports coaches to support children in:</p> <ul style="list-style-type: none"> <li>Learning new games (and their associated rules)</li> <li>Playing with greater independence</li> <li>Setting up equipment on the playground and tidying after use</li> <li>Becoming confident in their physical play (sport)</li> </ul> <p>The sports coaches are responsible for creating a fun and active environment at lunchtimes.</p> <p>The sports coaches are responsible for ordering/replenishing equipment.</p> <p>An equipment audit should take place on a half-termly basis.</p>	<p>£21,319 <i>(Sports coaches)</i></p>	<p>Pre-introduction of sports coaches: Football is the predominant team sport visible on the playground. Some children, particularly girls, in UKS2 use playtimes to talk to each other rather than to engage in physical play.</p> <p>Post-introduction of sports coaches: There is a wider range of teams sports being played. More children are involved in active play. A higher percentage of girls are participating in active play, as they have been taught games and the playground is less dominated by boys playing football.</p>	<p>Active Play should be sustainable at lunchtimes and sports coaches have been hired to lead and the purchase of equipment has been budgeted for.</p> <p>Two new storage units have been purchased to store equipment.</p> <p>Storage Unit 1: This will store all equipment which children will use at playtimes. Key Stage Leaders have responsibly to ensure equipment is replenished so playtimes can be engaging and active</p>	

engaging more in games and activities.	Orders for equipment refresh to be given to the Headteacher		Each term, equipment is topped up with new items, regardless of any items being lost or damaged.	Storage Unit 2: This will store all equipment which children will use at lunchtimes. Sports Coaches have responsibly to ensure equipment is replenished so lunchtimes can be engaging and active
Focus: Daily Physical Activity  The Daily Mile available to all children.	Our Sports Instructors to run the Daily Mile with children. School to open at 8:30am for all children to participate in the Daily Mile. This will take place in the school's Multi Use Games Area (MUGA). The Daily Mile initiative promoted to parents. All parents supported in dropping their children at school early, should they wish their child to participate in the Daily Mile	£2,000  (2 PE instructors to oversee daily mile initiative)	Children who participate in the Daily Mile between 8:30am and 8:45am will start their school day having already completed 15 minutes of exercise. Children who complete Daily Mile should be better able to focus during learning as they will have completed a session of physical activity. Children will not be late for learning.	Ensure staff are always available to run the Daily Mile with children.  Consider a similar Daily Mile session for children attending After School Care.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				<b>Percentage of total allocation:</b>
<i>PESSPA stands for physical education, school sport and physical activity and includes PE lessons, school games events and competitions, sport leadership, extra-curricular clubs and enrichment.</i>				13.7 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability and suggested next steps</b>

<p>Focus: To ensure the PE curriculum is progressive, building on existing skills and developing new age appropriate skills year-on-year.</p>	<p>To ensure schemes show a range of sporting events being taught in line with the National Curriculum, which will demonstrate progression of skills – taking both indoor and outdoor PE into consideration. <i>(Schemes of work, showing a clear pathway of progression from KS1 to KS2.)</i></p> <p>To further develop inspiring, accessible and meaningful inclusive School Games activity to support all young people to engage and make progress.</p>	<p>£1,500</p>	<p>Having developed fundamental skills such as flexibility, strength, technique, control and balance. Children will also engage in passing, offensive and defensive practice, as a result completing a range of sporting events in the Multi Use Games Area.</p>	<p>To develop the engagement of all students in all aspects of the national curriculum.</p>
<p>Focus: To ensure the PE curriculum is accessible to all children.</p>	<p>To identify children with gross motor needs who may benefit from targeted use of climbing frames and implementation of appropriate specialist programs.</p> <p>To ensure all children with accessibility needs feels included in all activities. This must be done in a sensitive matter according to the specific needs of each individual child.</p> <p>Individual Health Plans and/or Educational Health Care Plans are familiar to all adults supporting children in accessing PE.</p>	<p>£1,800</p>	<p>Children with gross motor needs will receive additional support or learning will be differentiated to their needs.</p> <p>Strengthened muscle tone and improved balance and stability of children, as appropriate.</p> <p>All children will feel part of each and every PE lesson, no matter what their needs.</p>	<p>Ensure that as children progress through school, those with educational needs (linked to PE) are shared with staff i.e. effective end of year/end of stage transition meetings.</p> <p>The school invests in equipment to support those with gross motor needs on a regular basis. (SENDCo to monitor needs in EHCPs)</p>

<p>Focus: To improve the provision of dance across the curriculum.</p>	<p>To develop teachers' confidence in using dance.</p> <p>To engage in the Paul Hamlyn Teacher Development Fund Project. As part of this project two teachers from OLSJ will be trained through face to face and blended methods of learning, within their classes, and reflect on learning and impact afterwards.</p> <p>Storytelling, language development and creative movement are all strategies that will be addressed through the project.</p> <p>Teachers will be guided by professional dancers from the Akram Khan dance company. Akram Khan is an internationally recognised contemporary dancer with Bangladeshi heritage.</p> <p>This project will run until 2024.</p>	<p>£1,800</p>	<p>A senior leader from OLSJ will oversee the project and collaborate with leaders from other schools to monitor and evaluate how the project is developing, and the impact that is being made.</p>	<p>Teacher's who received training from the Akram Khan dance company to roll out training to other teachers.</p> <p>Invite a professional dance from the Akram Khan dance company to lead on a school CPD session.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			4.1 %
Intent	Implementation	Impact	Sustainability and suggested next steps
Focus: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>PE instructors attend training in PE to keep up-to-date with best practice. HT to book PE instructors on appropriate training. Liaise with the Tower Hamlets Education Partnership (THEP), Poplar Partnership and LETTA for appropriate CPD opportunities.</p> <p>PE instructors to team teach and observe more experienced members of the teaching team, including senior leaders, so that they can develop their teaching practice.</p> <p>Support PE instructors by giving them time out of class to observe more experienced teachers teaching both PE and non-PE lessons.</p> <p>Qualified sports coaches (Fit4Sport) to work with teachers, teaching assistants and mid-day meal supervisors to enhance or extend current opportunities for exercise/sport. Coaches to have a focus on working with mid-day meal supervisors and teaching/supporting them in</p>	<p>£1,500</p> <p>PE Instructors implement and embed good practice from CPD. This results in improved outcomes for children.</p> <p>PE Instructors implement and embed good practice from team teaching and observing teaching. This results in improved outcomes for children.</p> <p>Mid-day meals supervisors and teaching assistants are more confident in leading structured games; they become more skilled and happier in their work and children are happier, as their play is effectively supported by knowledgeable adults.</p>	<p>Regular on-going training for PE instructors to keep their subject knowledge current.</p> <p>Regular on-going opportunities for PE instructors to observe experience teachers. This will result in them improving their practice.</p> <p>Sports coaches to provide regular support to mid-day meal supervisors in leading games.</p> <p>Sports coaches to provide regular support to teaching assistants in leading games.</p>

	leading games effectively.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation:</b>
				11.8 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Focus: Broader offering for pupils	Develop a Year 6 residential programme which focuses on a broad range of sports and activities which children usually wouldn't have access to at school or home.  Choose a range of activities from the activity centre's brochure which will provided children with optimal new experience, adventure, fun and physical activity. Focusing on OAA (outdoor and adventurous activities)	£2,700	Children return from residential with a sense of adventure and inspired to try out more new sports and physical activities.	We will continue to offer the residential trip to all year 6 students at OLSJ.  This sustainable once part of the cost of the residential is subsidised by the school.
Focus: Broader offering for pupils	Post COVID-19 ensure a wider range of sports and activities on offer to pupils through curriculum and enrichment clubs e.g. dance, multi-sport, yoga.  Fit for Sport to support in running clubs in the Summer Term	£1,650  (3 Sports coaches)	Children show an increased interest in a sport/exercise which they would not have had access to, if it wasn't for it being offered at school.  Children are inspired/motivated to try new sports/exercise activities.	For clubs to be sustainable, children need to commit/sign up to them.  We need to ensure all clubs are advertised effectivity so we get the numbers of children attending in order to make it a sustainable offer.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			7.1 %
Intent	Implementation	Impact	Sustainability and suggested next steps
Focus: Children to have opportunities to compete in competitive sport.	<p>With gradual lifting of COVID restrictions, children to be supported in competing in inter school sport.</p> <p>PE Instructors to liaise with THEP and Poplar Partnership to organise competitive sporting opportunities OR participate in organised competitive sporting opportunities.</p> <p>PE Instructors to reach outside the Local Authority to see if events exist which would interest our school.</p> <p>PE Instructors to train children to an appropriate level so they can compete effectively in intra-school sporting opportunities.</p> <p>To ensure or SEND children have opportunities to compete in sporting activities (in school &amp; inter school). Competitions chosen should be supportive of individual needs.</p>	<p>£2,600</p> <p>Inter school competitive sport will encourage team skills and a sense of pride competing for their school.</p> <p>Additional training for Inter School competitions will improve children's physical health.</p>	<p>Develop an annual rota of competitions which we will enter for. This will support the school in developing teams, developing children's skills and making children's training purposeful.</p>

Signed off by:	
Head Teacher:	Patrick Devereux
Date:	19/02/22
Subject Leader:	Daniel Cuming
Report written by:	Patrick Devereux and Dan Cuming
Date:	19/02/22
Link Governor:	Carol Doherty
Date:	23/02/22