

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	£0.00
Total amount allocated for 2020/21	£19,492 (reduced spending due to Covid restriction during 20/21)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£14,190
Total amount allocated for 2021/22	£19,450
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£33,640

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	50%
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	97%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	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: 2020/21		Total fund allocated: £19,492		Date Updated: 31/7/21	
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: 8.1%
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?:	
<p>Every child will engage in thirty minutes of activity a day.</p> <p>Children will look forward to their outdoor movement breaks.</p> <p>Children will not sit down for more than an hour at a time without some movement.</p>	<ul style="list-style-type: none"> -Daily Mile -Daily Skipping -Use of Scrapstore -Use of heatmap to track movement in different year grounds. -Use of Adventure Playground. -Bespoke PSCHC curriculum with a focus on being active and healthy. -Use of Twitter to promote children being active. -Visits to Nature School. -Movement breaks in class using Kidz Bop and similar. -Introduction of Y2 afternoon movement break. -Use of play workers to run sports clubs at lunch time. 		<p>£990 Scrapstore subscriptions and termly equipment top ups (20/21)</p> <p>Upkeep of Adv. Playground Equipment £250 (20/21)</p> <p>£350 Playworker lunch time active sessions (20/21)</p>	<p>Introducing Daily Skipping to Y1 and Y2 has seen an increase in engagement in children’s activity during movement breaks outside.</p> <p>Using the heatmap tool has made us aware of which year groups are being active and those who may need more support in this area.</p> <p>Children are always excited and keen to go (outside especially) and exercise.</p> <p>Children who have struggled with concentration in the afternoons have benefitted from structured lunch time club ensuring they are moving and being active. Concentration and behaviour have both improved.</p>	
			Sustainability and suggested next steps:		
			<p>Due to COVID restrictions, it has been even more important for the children to have the opportunity to be active during the school day. Teachers have been especially mindful of this this year and it needs to continue into the following years.</p> <p>Introduce Daily Skipping to all year groups.</p> <p>Introduce indoor movement breaks in between each lesson.</p>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2.8%
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?:
To encourage and motivate less active children and targeted groups (PP/SEN) in PE lessons and intra/inter school competitions.	<ul style="list-style-type: none"> -Use of Twitter #PEtps. -Talk from an Olympian (Danny Purvis) -Thameside Torch Relay (21/22 budget) -Introduction of new scheme – Get Set 4 PE. -Link with Bracknell Bees Ice Hockey -Introduction of Sports Captains. -Whole school assemblies on PE/Sport. 	Get Set 4 PE subscription £550 (20/21)	<p>Thameside received their first School Games award this academic year.</p> <p>The school recently won a Bracknell Bees competition and will be visited by the team and mascot.</p> <p>All children in the school participated in an Olympics inspired sports day to raise the profile of PE across the school.</p> <p>Even with lockdown, children across the school have made good progress in PE. 92% of children are working at or above ARE. 27% of children are working above ARE.</p>	<p>Sustainability and suggested next steps:</p> <p>Due to COVID, swimming lessons have not taken place for two academic years. These children who have missed lessons will need to catch up in Upper Key Stage 2.</p> <p>Prioritise PP / SEN children for intra/inter school competitions.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			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?:
Staff will be able to deliver high quality lessons covering a wide range of sports and will feel confident in doing so.	<ul style="list-style-type: none"> - Use of a Football Coach (Y2) to provide live weekly lessons as part of home learning to help train teachers on delivering remote PE sessions -Football Coach to support teaching of Football in Y1 (21/22) -Support from SportsXtra to deliver PE lessons such as Boxing in Year 5 & 6. Some PE sessions were offered FOC during lockdown under SX sponsorship programme. -Introduction of Get Set 4 PE scheme. -CPD offered by Get Set 4 PE. -Support from Reading Football Club (21/22). -CPD meeting for staff delivered by Primary Stars – Reading Football Club (21/22). -Staff skilled in particular sports, running sessions for others to observe (Tennis). 	<p>Boxing Lessons £1,168 Sports Xtra Coach -led provision during PE lessons (20/21)</p>	<p>Staff voice. Staff have expressed that they are enjoying teaching from the new scheme and feel more confident. They have expressed that the planning is clear and well structured.</p> <p>Children are now experiencing higher quality PE lessons with more confident teachers.</p> <p>PE deep dive to take place with subject leaders to monitor teaching, delivery and assessment of PE at Thameside.</p> <p>Have specialist coaches come into school to teach sports (e.g. gymnastics).</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10.2%
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:
All children will participate in PE lessons covering 12 different sports per academic year.	<ul style="list-style-type: none"> -Purchase of new equipment to support teaching of Golf, Basketball, Cricket, Badminton and other sports as part of PE curriculum. -Cricket lessons for KS1 from qualified coaches. -Sessions from Sports Xtra, offering an enriched curriculum. -Quidditch sessions for all of KS2 (21/22) -Quidditch for Y6 Activity Week (21/22) -Ultimate Frisbee tournament -PE curriculum map has allocated enrichment terms. -Free Running Club held on Thursday mornings. -Introduction of Get Set 4 PE scheme. 	PE Equipment purchases £1,990	<p>Pupils now have a much broader PE curriculum covering more sports and key skills.</p> <p>Children are aware of more sports and how they can engage with them outside of school.</p> <p>Children are more excited for PE lessons, they enjoy learning about a wide variety of sports and developing their skills in it.</p>	-Coaches to be hired to support the teaching of Enrichment units where children select the sport they would like to take part in.

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:
All children will participate in competitive sport with their bubbles and virtually with other schools and classes.	<ul style="list-style-type: none"> -Ultimate Frisbee tournament for Y4. -Support from Reading Schools Partnership Teacher in delivering virtual sporting competitions for children. -Participation in Reading Games events for both KS1 and KS2. -Sports Week – children competing in bubbles and across the school. 	£0.00	<ul style="list-style-type: none"> -Thameside has won its first School Games mark for participation in virtual competition across the school year. -Children from all of KS1 and KS2 has participated in a School Games virtual event this year. 	Due to Covid, we have been unable to visit other schools to participate in competitive sporting events. Next year, we hope that this will be an option again and all children in KS2 will be offered the chance to attend an event.

Signed off by	
Head Teacher:	<i>SLGreenaway</i>
Date:	20.09.21
Subject Leader:	F.Mulligan and K.Dean
Date:	01.09.21
Governor:	
Date:	