

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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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 2020/21	£14,190 (due to Covid did not spend all funding in 20/21)
Total amount allocated for 2021/22	£19,440
Total spend in 21/22 (20/21 C/F and 21/22 allocation)	£33,630
How much spent in 21/22	£28,967
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4,663
Total amount allocated for 2022/23	£19,400
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£24,063

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>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 2020. Please see note above</p>	63%
<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>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	59%

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
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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: £28,967		Date Updated: 11/7/22	
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: 37.1%
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?:	Sustainability and suggested next steps:
<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 (marathon Kids) -Daily Skipping -Use of Scrapstore -Use of heatmap to track movement in different year grounds. -Use of Adventure Playground. -Bespoke PSCHÉ 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 GoNoodle, Kidz Bop and similar. -Introduction of Y2 afternoon movement break. -Use of play workers to run sports clubs at lunch time. - Children to stand up when answering a question to increase movement within the classroom. - Each class to have time on the adventure playground. 		<p>£990 Scrapstore subscriptions and termly equipment top ups (21/22)</p> <p>Skipping Class sets £720</p> <p>£395 Marathon Kids programme (21/22)</p> <p>Upkeep of Adv. Playground Equipment £477 (21/22)</p> <p>£7,650 Reading</p>	<p>Introducing Daily Skipping all year groups has seen an increase in engagement in children’s activity during movement breaks outside.</p> <p>Introducing Marathon Kids has seen an increase in participation during the daily mile and the children now look forward to the daily mile.</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</p>	<p>Since COVID, 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 Marathon Kids termly challenges for the children.</p> <p>To make sure indoor movement breaks in between each lesson in every year group.</p> <p>Lunch time controllers to have a zone on the playground where children can play playground games (e.g. diamond duel).</p> <p>Lunchtime controllers will need CPD training for this. There is a free CPD course- FA playmaker</p>

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	-The Nest children/ Year 6 & Year 3 SEN children onsite support led by Reading FC/Sports Rules providing active movement breaks and PE lessons (incl football/sports activity) equivalent of 30 days over 3 terms based on 3 coaches.	FC 1:1 Mentors £500 Reading FC – Coach led lunch time active sessions 'Football' (21/22)	lunch time club ensuring they are moving and being active. Concentration and behaviour have both improved. FC Mentors: Children engaged in sport and physical activity rather than disruptive behaviour. Enthused to come to school and more energetic and improved concentration during during class lessons.	award.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
26.5%

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 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 (Chad Miller) on Sports Day -Thameside Paralympic Torch Relay -PE scheme – Get Set 4 PE. -Link with Gymnastic coaches - Sports Captains. -Whole school assemblies on PE/Sport. -link with ABC kick (football). -Link with Reading FC community trust. -Reading FC community trust have run PE lessons for Rainbow Room for x4 terms. -Each class (bar FS) to have a term of Gymnastics lesson by the gymnastics coach 	<ul style="list-style-type: none"> Get Set 4 PE subscription £440 (21/22) ABC Kick 	<ul style="list-style-type: none"> Thameside received their second School Games award this academic year. All children in the school participated in a Paralympics inspired sports day to raise the profile of PE across the school. Parents were invited in to watch the sports day Children across the school have made good progress in PE. 88% of children are working at or above ARE. 21% of children are working above ARE. 	<ul style="list-style-type: none"> Prioritise PP / SEN children for intra/inter school competitions. To increase the number of inter-school competitions with local primary schools (e.g. EP Collier / Emmer Green). To increase the number of intra-school competitions within each year group (e.g. yr5 to do a football competition after they have completed a term of lessons or have a yr5/6 basketball competition after they have

	<p>-Classes taught by Coach Nicole (ABC kick) for football</p> <p>-PP / SEN children prioritised for intra/inter school competitions</p> <p>-We employ trained swimming leaders (e.g. 'Swimday') to provide the professional development to train staff to support high quality swimming and water safety lessons for our pupils in yr5, yr4 and yr3</p> <p>-playmaker award for yr5 children</p> <p>- 2 professional boxers came into school to run an assembly and PE lessons (FOC).</p> <p>-Athletes in school- Bronze Half day scheme Presentation and PE Lessons (8th July 22)</p>	<p>Football for Year 1- £300</p> <p>CPD Swimming instruction for staff to teach children to swim- £6,120</p> <p>Transport fees for SEN children to interschool sport events £375</p> <p>£449 Athletes in School Bronze Half Day</p>		<p>completed a term of lessons).</p> <p>Organise with ABC Kick to set up a 'girls only' football club at lunchtime.</p> <p>To share shooting stars programme with staff.</p> <p>To share wildcats programme with parents.</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:
				12.7%
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:
Staff will be able to deliver high quality lessons covering a wide range of sports and will feel confident in doing so.	- Use of a Football Coach (Y1/Y2/FS/Y6) to provide weekly lessons and to help train teachers on	Football sessions- £966	Staff voice. Staff have expressed that they are enjoying teaching from the scheme and feel more confident.	PE deep dive to take place with subject leaders to monitor teaching, delivery and assessment

	<p>delivering high quality football coaching.</p> <ul style="list-style-type: none"> -Gymnastics Coach to support teaching of gymnastics in years 1-6 -Reading FC deliver PE lessons to yr5 throughout the whole year -Support from Usports, SportsXtra to deliver breakfast clubs and after school clubs e.g. archery, football and multi sports. - 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, tag rugby). -PE Co-ordinator went on training hosted by Reading FC and the FA about PE and inclusion. 	<p>Gymnastics lessons- £2720</p>	<p>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>of PE at Thameside.</p> <p>Have specialist coaches come into school to teach sports (e.g. basketball).</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 23.7%</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</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 Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
<p>All children will participate in PE lessons covering 12 different sports per academic year.</p>	<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. -New PE agility gym mats from PE lessons and sensory circuits for SEN children -PE lessons for Yr5 from qualified coaches. -Sessions from Sports Xtra, offering an enriched curriculum. -gymnastic coaches taught 'freestyle gymnastics' to some year groups. -Quidditch sessions for all of KS2 (21/22) -RYG for yr6 (provides physical activity but not paid for from PE grant) -swimming lessons for y5,y4,y3 -PE curriculum map has allocated enrichment terms. -Free Running Club held on Thursday mornings (FOC) -Introduction of Get Set 4 PE scheme. - 2 professional boxers came into school to run an assembly and PE lessons (FOC) - New summer term- purchase of basketball hoops (heavy duty in ground) installed. 	<p>PE Equipment purchases £2,955.60</p> <p>Quidditch sessions £1,200</p> <p>£2,708.79 basketball hoops (fixed, installed)</p>	<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>	<p>-Coaches to be hired to support the teaching of Enrichment units where children select the sport they would like to take part in.</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:
All children will participate in competitive sport with their class and with other schools.	<ul style="list-style-type: none"> -Increase in children attending sporting competitions. -Inter competition organised with EP Collier for basketball -classes have been doing 'end of term' games to practice the skills they have learnt. -Participation in Reading School Games events for both KS1 and KS2. -Sports Week – children competing as countries and across the school. 	£0.00	<ul style="list-style-type: none"> -Thameside has won its second School Games mark for participation in competitions across the school year and for hosting their own competition (basketball). -Children have participated in wide variety of sporting competitions. 	<p>Due to Covid, we have been restricted with visits to other schools to participate in competitive sporting events (many events were cancelled). 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.</p>

Signed off by	
Head Teacher:	<i>SLGreenaway</i>
Date:	
Subject Leader:	K.Dean and C.Finn
Date:	05.07.22
Governor:	
Date:	