

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021



Commissioned by



Department
for Education



Created by



Elveden C of E Primary Academy's P.E Impact Report

This is a working document and will be updated throughout the academic year of 2022-23

Date created: 13.10.2022

Date Updated: 30.12.22

Date Updated:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£9,767.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£9,767.00
Total amount allocated for 2022/23	£16,830.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£26,597.00

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.</p> <p>Please see note above</p>	<p>End of Autumn term 2022:</p> <p>91% of Y6 swam competently, confidently and proficiently over a distance of at least 25 metres.</p>

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	End of Autumn term 2022: 73% of Y6 could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	64% of Y6 pupils could perform safe self-rescue. However 3 pupils still have not mastered this. This is due to sickness absence on assessment day. This skill will be re assessed in Spring term for all 3 pupils as they will continue to go swimming with the next cohort in spring term.
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: 2022/23	Total fund allocated: £16,830.00 Plus-£9,767.00 (carried forward 2021/22)	Date Updated: 30.12.22 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: 30%= £7979.10
Intent	Implementation		Impact
School focus with clarity on intended impact: Whole School Daily Physical Activity that impacts ALL pupils and commits to our at least 30 minutes a day	Actions to achieve: All chn to have daily access to physical equipment (MOKI)	Funding allocated: £7979.10 £5,000 for the cost of: MOKI Fitness Bands: New fitness regime revitalised by the introduction of Fitness bands	Evidence of impact on pupils: what do pupils now know and what can they now do? What has changed? Subject lead to do Pupil
			Sustainability and suggested next steps:

<p>pledge for physical activity:</p> <p>MOKI Fitness Bands Subject lead to introduce fit bands for the Spring term. Rejuvenate and re-motivate pupils to be more active throughout the day.</p> <p>OPAL(Outdoor Play & Learning): Subject lead to ensure all chn are provided with PLAY opportunities at break/lunchtimes that encourage physical activity. These PLAY opportunities also encourage chn’s holistic development and skills such as resilience, teamwork, cooperation and fine/gross motor skills. Through the play opportunities chn will develop their ability to play with others, learn mutual respect, be able to solve conflicts and be more active together as a result.</p> <p>All Pupils to access 120 minutes of physical activity per week through structured coverage: Pupils are currently accessing 2 hour of curriculum PE (for one of which is Forest Schools for EYFS) and an additional 1 hour and 15 minutes each week through the Afternoon break/Daily Mile.</p>	<p>BANDS) that develop/improve their physical development, stamina & strength. This can be part of their Daily Mile time and will support our commitment to ensure we get 30 minutes of physical activity in the school day.</p> <p>All Pupils to be physically active during their break/lunch times.</p> <p>All Pupils/Staff/MDAS/Play Mentor/Leader to use PLAY opportunities at lunch/break times to continue to stay active.</p> <p>Subject to ensure re-subscription to Complete PE planning and assessment tool. Ensure that the use of Complete PE planning is implemented by all staff (including EYFS).</p>	<p>for all pupils. Along with this device, leader boards will be created for each class so that competition between year groups can happen.</p> <p>£2769.10 for the cost of OPAL resources: More loose parts and OPALS zones revamped for Spring/Summer term to ensure all areas are accessible for all chn at break and lunch times. OPAL resources purchased for new Afterschool Club/SEND group enrichment in the summer term.</p> <p>Cost of Complete P.E resubscription? This has now been paid-£210</p>	<p>Perceptions about OPAL/Complete P.E Autumn 2nd. Daily Mile/impact of Moki Spring 2nd.</p> <p>Autumn 2nd pupil perceptions have been analysed- all pupils completed these:</p> <p>OPAL has proved to be a valuable tool to ensure physical activity and personal development for all our pupils. All children participate in 30 minutes play a day, where they are physical active, using core skills such as strength, balance, stamina and problem solving skills. We have been chosen to be a flag ship school for OPAL and now have our Platinum Award for PLAY. We have been recognised as being in the top 0.5% of OPAL schools in the country!</p> <p>86% of the pupils noted how they enjoy OPAL because it keeps them 2nd active. Some quoted ‘it reboots me!’ ‘It allows me to get more energy’ 72% said they enjoyed the physical side of OPAL such as building, moving to make shelters/dens and 46% said they liked using the fitness equipment and climbing too.</p>	
---	---	---	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 10% = £2659.70
Intent	Implementation	Impact	Sustainability and suggested next steps:
<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: Subject Lead to ensure the Profile of PESSPA remains a focus for whole school improvement.</p> <p>Subject lead to ensure Forest Schools is implemented through the seasons, especially into Early Year and KS1 curriculum, to increase physical activity and outdoor exploration.</p> <p>Subject Lead to encourage all chn and staff to understand the importance of physical activity and how keeping active together, can not only positively impact other areas of their school life, but how they view themselves as a members of the school community. All chn to be responsible for their own emotions and actions and commit to a physical challenge. All pupils to be able to talk about what their personal best is and what</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>All chn to take part in more physical opportunities that develop not only their individual personal performance, but encourage sportsmanship and team skills. By arranging opportunities for All Pupils to work on their own skills and performance will also encourage self-belief and improve wellbeing/self-confidence.</p> <p>Subject lead to ensure whole school Physical Activity initiatives are frequent and uptake remains totally inclusive.</p> <p>Subject Lead to ensure new staff member within KS1/EYFS/Play Team Leader undertakes a</p>	<p>Funding allocated: £2659.70</p> <p>£1000.00 for whole school events:</p> <p>Annual Colour Run/Santa Run/Whole School events such as Mini Warrior Bootcamp/Mini First Aid days for National Fitness day/Wellbeing Week activities.</p> <p>For Mental Health Week- Yoga is initially booked in for pupils to learn about the importance of meditation and how it can improve their wellbeing.</p> <p>£1000.00 for the cost of more FS CPD:</p> <p>Another level 3 Forest School Course for new member for KS1 staff and OPAL Play Team leader (TE)..</p> <p>£659.70 for more Forest school resources:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Whole School impact: For National fitness day activities: We had great attendance of parents for whole school physical initiatives this term such as Our Mini Bootcamp. Our Pupils with SEND and those on Pupil Premium and their families spent time being physical at our Camp out session with Go Explore. They learnt new skills during activities such as: camp fire cooking, team games, archery and orienteering. They all received a food hamper and recipes cards to make meals at home as well.</p> <p>We have managed to secure 3 places for TAs to train as Forest School support workers and 1 Teacher to become another Level 3 Forest School Lead. This</p>

<p>qualities they need to have in order to improve their skills in PE/Physical Fitness.</p>	<p>relevant Level 3 Forest School training in Spring 2023.</p> <p>Subject Lead to ensure the MY PB resources are used effectively through the school and pupil's progress in P.E is being evidenced on the drive.</p>	<p>Update FS equipment.</p> <p>Resubscription to Complete P.E – My PB.</p> <p>Subject Lead to complete pupil perceptions on Forest School and its impact on pupils in Summer term</p>	<p>will have a huge impact on our pupils Outdoor provision, as it means both key stages can go each week, as opposed to when the KS2 Forest School Lead could take each key stage.</p> <p>Annual sponsored run events are always successful with money raised for school build or linked to a charity.</p> <p>All pupils can talk about why they are activity, why being physically and mentally healthy is good for them and how they can improve their personal best.</p>	
---	---	---	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
20% = £5319.40

Intent	Implementation		Impact	
<p>School focus with clarity on intended impact:</p> <p>Subject Lead to ensure all Teachers & TAs delivering P.E curriculum across the school are confident in implementing the new schemes of work (Complete P.E.).</p> <p>Subject Lead to ensure all Physical Activity across the whole school is delivered to a high standard and that all children achieve their potential in</p>	<p>Actions to achieve:</p> <p>Subject Lead liaised with SLT to ensure new P.E schemes are shared with staff. This will not only ensure good P.E practice, but further staff meetings on implementing Complete P.E to include all learners (in particular those with SEND) teachers and TA will</p>	<p>Funding allocated:£5319.40</p> <p>Swimming support CPD has been completed by 2 TAs & HLTA. They now have their Shallow Water Swimming award- Jan 2023.</p> <p>TAs & Subject lead are now booked on to a Dance CPD (March 2023) & a Gymnastics course (Feb 2023).</p>	<p>Evidence of impact on pupils & staff:</p> <p>What do our pupils now know and what can they now do because of Teacher increased skills, confidence & knowledge?</p> <p>What do our Teachers now know about Teaching P.E and what impact do they think their teaching has had on pupil progress?</p>	<p>Sustainability and suggested next steps:</p>

<p>P.E.</p> <p>Subject Lead to undertake afPE level 5 accredited course or similar CPD (Feb-June 2022) in order to upskill her own skills and knowledge is current and updated. She will then be able to confidently disseminate to all staff and share good practice. This will allow Teachers to gain more knowledge about P.E and confidence when delivering it.</p> <p>Subject Lead to monitor progress of pupils with SEND and ensure they are fully included and participating in lessons.</p> <p>Subject Lead to attend the afPE Safe Practice course for 2022/23. This is vital post COVID-19 and will ensure she is up to date with requirements for Safe P.E. This information can then be share with all staff leading P.E lessons.</p> <p>Subject Lead to also look into possible P.E/SEND course for less experience teachers & HLTAs to upskill.</p> <p>Subject Lead to ensure Coaches remain high quality and that Teachers are upskilling alongside them when they are not soley responsible for</p>	<p>gain more confidence in their delivery for this pupils.</p> <p>Subject Lead to deliver a Complete P.E staff meeting on assessing P.E and how progression of skills can be identified across key stages. This will ensure all teachers have an understanding of how to build on skills previously learnt in P.E. She will also share the new P.E Skills Mapping document, so teachers are more aware of what skills are needed for each year group</p> <p>Subject Lead to observe P.E being taught across the key stages, with an observation in EYFS & KS2 to take place by the end of the SPRING 2nd Term. P.E Governor to observe alongside or KS1 for monitoring governance role.</p> <p>P.E Governor to monitor/observe a KS2 P.E lesson next term and a swimming session if possible.</p>	<p>AfPE level 5 accredited course or similar CPD (Feb-June 2022) in order to upskill subject lead's own skills and knowledge.</p> <p>Subject lead to do staff perception surveys on their newly acquired skills & knowledge of P.E in Spring term.</p>	<p>Staff have gained skills in supporting swimming in shallow water. This CPD has enabled both staff members to be more confident and more effective, when supporting pupils in shallow water during swimming lessons.</p> <p>In Autumn 2nd, Subject lead and P.E Governor completed 2 observations and pupil monitoring within KS1 & EYFS in P.E and skills learnt. Whilst undertaking her PE observation, the Governor noted how confident and skilled the young pupils were and how well they were implementing new skills. Subject lead also observed an excellent warm up session in EYFS & KS1, where pupils were able to talk about the impact being physical was having on their bodies, in particular their heart and also what would happen to their bodies if they didn't warm up. Some pupils in EYFS could even articulate how their activity was affecting their heart and why it was pumping faster!</p>	
--	--	--	--	--

<p>delivering P.E lessons.</p> <p>Subject Lead to ensure the 2 staff responsible for swimming attend appropriate courses and gain qualifications in order to teach swimming effectively. Although one group is taught by the Swim Coach at the pool, both Teachers led a group of swimmers and must be appropriately trained (ZM & AS or DT).</p> <p>Subject Lead to ensure staff can confidently talk about PE progression of skills and now what and how to move chn on in P.E.</p> <p>Subject Lead to ensure staff record 'in the moment' skills and that chn can talk about what they have learnt.</p>	<p>Subject Lead to carry out staff audits on the implementation of Complete P.E and the impact on coaches. This will be carried out in the Spring Term.</p> <p>Subject Lead to carry out Pupil perception surveys with pupils from KS1 & KS2. The focus this year will be on how they feel Complete P.E is being delivered and what they have gained from their teachers P.E delivery.</p> <p>Subject Lead to have accessed appropriate course advertised on the Swim England website (September- February). This will ensure staff will gain knowledge and skills, so they can put this into practice poolside.</p> <p>Ongoing- subject lead to do staff perception surveys on their newly acquired skills & knowledge of P.E</p> <p>Subject Lead to speak to pupils about what skills</p>		<p>During P.E lessons, all staff are now starting to upload evidence of skills learnt, although these have been inconsistent. More progression of a pupil's skills still needs to be evidenced over the term of learning. This need to be focused on up to 3 children maximum and</p>	
--	---	--	---	--

	<p>they are learning.</p> <p>Evidence from 'in the moment' lessons on google drive show progress of pupil's skills.</p>		<p>throughout their consecutive lessons- for example in football: lesson 1- showing not much control when dribbling, lesson 3- more control and fluency in passing, lesson 6- full control and accurate passing. This must be accompanied with a pupil video talking about the skills they now have. Subject Lead to monitor this in Spring term and ensure there is evidence of skills progression for a variety of pupils/key stages added to drive.</p>	
--	---	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Percentage of total allocation:
30% = £7979.10

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>Subject lead to ensure all pupils get to develop key skills through tactical play.</p> <p>ALLOCATED SPEND FROM 2021/22-delayed due to building work</p> <p>Subject lead to ensure gymnastics is challenging for all Pupils by providing</p>	<p>Actions to achieve:</p> <p>Subject Lead to ensure use of the MUGA is now timetabled for KS1 too. Subject Lead to ensure all teachers/TA who support coaches in lesson are upskilled alongside Coaches to ensure they are aware of skills needed to play tactically.</p> <p>After build is complete, subject lead to ensure the new gym equipment for the hall is fitted. This equipment should be suitable but challenging for all levels of</p>	<p>Funding allocated: £7979.10</p> <p>£7979.10 to fund a new gymnastic equipment:</p> <p>Purchase the new gymnastic equipment/climbing structure for all children in hall.</p> <p>Spring term and now build is complete- Subject lead to now look into new gym equipment with appropriate challenge for all.</p>	<p>Evidence of impact on pupils: what do pupils now know and what can they now do? What has changed?</p> <p>Once equipment is installed- subject to do pupil perceptions about their new physical experience and if they have learnt ways to use gym equipment safely.</p> <p>Can they talk about Gymnastics skills they now have?</p>	<p>Sustainability and suggested next steps:</p>

<p>a broader range of sports and activities to all pupils by introducing the use of new gym equipment that is accessible to all. The introduction of new gym equipment – should bring new ways of completing physical activity for pupils of all ages.</p> <p>Subject lead to ensure all staff and pupils learn how to use and climb ropes and ladders safely, so they can increase confidence with height and core strength.</p> <p>Subject lead to ensure the aim of equipment is to develop pupil's core strength and their confidence in climbing.</p>	<p>physical fitness and age range. It must support Complete P.E gymnastics schemes and be accessible and easy to assemble for all teachers, so they can ensure high quality gym lessons for their classes.</p>		<p>Can they say how they have improved and have developed climbing confidence?</p>	
--	--	--	--	--

<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 10%= = £2659.70</p>
---	---

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>Subject Lead to ensure FHSSP/AfPE/Youth Sports Trust memberships are up to date and</p>	<p>Funding allocated:</p> <p>£1935 for FHSSP</p> <p>£150 for membership</p> <p>£150 YTS membership</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>Subject lead to ensure more Pupils form KS1 take part in intra sporting opportunities.</p> <p>Subject lead to ensure pupils with SEND participating in competitive event whilst in each key stage.</p> <p>Subject lead to ensure more pupils are participating by taking Compete/Belong groups to mixed sporting events through FHSSP.</p> <p>Subject Lead to ensure inclusion for all-regarding enrichment opportunities for pupils with SEND/PP.</p> <p>Subject Lead to ensure all pupils develop the understanding of competitive play, sportsman ship and expectations when representing our school in sports.</p>	<p>provision/opportunities are accessed.</p> <p>Subject Lead to ensure ALL chn get to play in at least 1 competitive/intra sporting event in each key stage and that both genders are included within the school sport fixtures. Girls to play in both mixed games and girls only.</p> <p>Subject lead to provide pupils with SEND/PP more enrichment Physical activity, such as Forest schools, OPAL & Go Explore enrichment and Horse riding.</p> <p>Subject Lead to confirm in Spring term, the Enrichment activities that will be available as part of healthy schools week (as this will be our whole school enrichment/activities week, due to earlier end of term date). These will be offered as a discounted rate for pupils with PP/SEND.</p> <p>Subject lead to monitor SEND/PP participation in competitive sports events through the FHSSP.</p>			
---	--	--	--	--

Signed off by	
Head Teacher:	Lorna Rourke

Created by:



Supported by:



Date:	30.12.22
Subject Leader:	Zoe Maguire
Date:	30.12.22
Governor:	Tamsin Minty
Date:	30.12.22