

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
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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
2021-22.

Date created: 21.9.2021

Date Updated: 11.3.2022

Date Updated: 31.7.2022

Details with regard to funding

Please complete the table below.



Total amount carried over from 2019/20	£0 (carried forward was spent 2021).
Total amount allocated for 2020/21	£16,830.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,170.00
Total amount allocated for 2021/22	£16,830.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,000.00

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

End of Summer term 2021:

90% of Y6 swam competently, confidently and proficiently over a

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<p>at the end of the summer term 2020. Please see note above</p>	<p>distance of atleast 25 metres.</p> <p>100% of Y6 pupils could perform safe self-rescue even though 1 pupil could not complete 25m distance in all strokes.</p> <p>End of Summer term 2022:</p> <p>92% of Y6 swam competently, confidently and proficiently over a distance of atleast 25 metres.</p> <p>92% of Y6 pupils could perform safe self-rescue even though 1 pupil could not complete 25m distance in all strokes.</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>End of Summer term 2021:</p> <p>90% of Y6 could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>End of Summer term 2022:</p> <p>92% of Y6 could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>92%</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>No</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: £16,300	Date Updated: 11.3.2022 Date Updated: 31.7.2022	
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: 40%= £6,520
Intent	Implementation		Impact	
<p>School focus with clarity on intended impact:</p> <p>Whole School Fitness Equipment: Subject lead to ensure, new fitness equipment is used daily by all children- Break and lunchtimes are times where the equipment is available to all children to improve physical activity. This is on a class rota so all chn have regular access.</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</p>	<p>Actions to achieve:</p> <p>All chn to have daily access to physical equipment that develops their physical development, stamina & strength. This can be part of their Daily Mile time.</p> <p>All chn to be physically active during their break/lunch times.</p>	<p>Funding allocated: £6,520</p> <p>£5500 (taken from 2020-21 Funds)</p>	<p>Evidence of impact on pupils: what do pupils now know and what can they now do? What has changed?</p> <p>All pupils are enjoying the equipment. It is used daily as part of their physical play. Covid has restricted its use at times, but at the moment it is available for all to use daily.</p> <p>1 x Y4 child who has mobility issues has made good use of it. His Physiotherapist comes into school and has created a fitness circuit for him to do on the equipment. He does</p>	<p>Sustainability and suggested next steps:</p> <p>How can it be included into P.E lessons?</p> <p>Subject Lead to contact company for lesson Resources/circuit cards as these were meant to be included.</p>

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<p>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 Chn/ Staff/MDAS/Play Mentor/Leader to use PLAY opportunities at lunch/break times to continue to stay active.</p>	<p>£6,520 for the cost of: OPAL Welcome Pack, Training sessions for SLT & Play Mentor/Leaders Audit/ Final Audit, Policy/Planning, Job descriptions, Risk-Benefit/ Health and Safety, Playwork/ Supervision, Resources Guidance and Loose Parts Guidance, Grounds Development & Parents information.</p> <p>Storage & PLAY supplies/Resources have also been ordered. These have also been replenished by donations from parents and our wider community (we were even given a boat for our beach zone!).</p>	<p>this circuit daily with a friend.</p> <p>The equipment has become an area that all chn use daily during P.E warm ups and playtimes alongside OPAL and the climbing equipment.</p> <p>OPAL was launched in Spring 2022, but Covid restrictions have meant that whole school playtimes have now been stopped until further notice (12.1.22).</p> <p>The general behaviour and enthusiasm for learning has improved. Chn are keen to get out and play and are generally better behaved. There are still a few conflicts during their play, but on the whole the chn are playing well with other year groups/ whole school family again.</p> <p>Subject Lead &TE (Play Leader) to carry out pupil perceptions of the first term of OPAL provision to evaluate its impact.</p> <p>Results of OPAL Pupil Perceptions-all KS2 pupils(53)</p>	<p>How can more children/ other stakeholders/ community members access OPAL?</p> <p>The OPAL Lead arranged a Parent & Pupil play session to launch OPAL with the community. This was very successful.</p> <p>Subject lead to relaunch OPAL with new parents in Autumn term 2022.</p> <p>Can we align it with our SEND social sessions?</p> <p>There are plans for an OPAL session for the SEND Socials for the Autumn term 2022</p>
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			<p>were surveyed:</p> <p>96% said that they loved the new way to play at Elveden.</p> <p>92% could say how it had a positive impact on their wellbeing and mental health (made them ready to learn, made them green, rebooted them!).</p> <p>79% could talk about how it made them more active.</p> <p>68% could talk about how it developed their BLP skills.</p>	
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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: 10% = £1630

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 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</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.</p> <p>Subject lead to ensure whole school Physical Activity initiatives are frequent and uptake</p>	<p>Funding allocated: £1630</p> <p>Santa sponsored run medals/incentives to raise money for charity.</p> <p>As part of Chn’s Mental Health Week all chn were given opportunities to talk about their Mental Health. All chn took part in various Mental Health activities- Slime, Dance, Yoga, Urban Street Dance, Messy Play & Boxing sessions.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>All chn can talk about the impact that keeping active has on them. All chn were able to discuss what they can do to stay physically and mentally ‘well’. Some we were able to talk about tactical skills and areas of P.E they liked to do.</p> <p>Whole school activity such as Daily Mile and charity runs were a huge success- not only did they enthuse chn to be more active, the chn got to raise money for</p>	<p>Sustainability and suggested next steps:</p> <p>Teachers to develop pupil’s understanding of the specific skills they are learning in P.E- so that they can talk about what they have learnt and how they can apply it in other areas of P.E-this will be a focus for the next action plan.</p> <p>Subject lead to</p>

<p>emotions and actions and commit to a physical challenge.</p>	<p>remains totally inclusive.</p>		<p>charity/school funds. All chn got to take part in these events.</p> <p>Subject Lead to carry out pupil perceptions about Mental Health week and the impact it has had on them. How did it improve their wellbeing? What can they do to improve their Mental Health?</p> <p>Results of P.E Pupil Perceptions-all KS2 pupils(52 94% said they enjoy P.E 87% said they enjoyed being active in P.E 82% could say how being active had a positive impact on them. 74% could talk about areas of P.E that they liked and could say what they can now do in those areas. 64% could name specific skills they now have because of P.E such as tactical stils, more control and fluency in gym, etc.</p>	<p>explore rejuvenating the Daily Mile- MOKI bands may be a way forward to ensure momentum and engagement in being physically active at school.</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: 20% = £3,260

Intent	Implementation		Impact	
<p>School focus with clarity on intended impact: 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>Actions to achieve: Subject Lead liaised with SLT to ensure new P.E schemes are shared with staff. This will not only ensure good P.E practice,</p>	<p>Funding allocated:£3,260 P.E CPD for Subject lead & Staff for swimming/gymnastics and £150 for a Shallow Water Swimming course for 2 x HLTAs.</p>	<p>Evidence of impact on pupils & staff: What do our pupils now know and what can they now do because of Teacher increased skills, confidence & knowledge?</p>	<p>Sustainability and suggested next steps: ITFC CPD- staff to access delivering high quality P.E CPD from</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.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 attend the afPE Safe Practice course for 2021/22. 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 course for less experience teachers & HLTAs to upskill.</p>	<p>but further staff meetings on implementing Complete P.E to include all learners (in particular those with SEND) teachers and TA will 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 KS1 & KS2 to take place by the end of the SPRING 2nd Term.</p> <p>Subject Lead to carry out staff audits on the implementation of Complete P.E and the impact on coaches. This will</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>Ongoing- subject lead to do staff perception surveys on their newly acquired skills & knowledge of P.E</p> <p>Subject Lead/P.E Governor undertook learning walk in Spring 2nd & Summer 1st term to ensure Teaching P.E remains good and that chn can talk about what skills they are learning. P.E Governor added report to Governor hub.</p> <p>Evidence from ‘in the moment’ lessons on google drive show progress of chn’s skills.</p> <p>2 x TAs/HLTA now more confident in supporting in water as both completed Shallow Water courses this year.</p> <p>OPAL Staff- all staff have been trained in OPAL purpose and ethos.</p> <p>The play team have regular training/reflections on OPAL and how they are play facilitators can</p>	<p>ITFC in new academic year (2022-23).</p> <p>More evidence needed from ‘in the moment’ lessons to be added to google drive show progress of chn’s skills.</p>
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<p>Subject Lead to ensure Coaches remain high quality and that Teachers are upskilling alongside them when they are not solely responsible for delivering P.E lessons.</p> <p>Subject Lead to ensure staff's P.E CPD that was postponed due to COVID-19 closures last year (2020/21) is rescheduled. This will ensure areas of subject weakness that Teacher highlighted in Staff CPD audits are followed up. For example: Gymnastics CPD and training on how to assemble gym equipment safely was identified an area of weakness for Teachers/TAs.</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</p>	<p>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 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 do learning walk in Spring 2nd & Summer 1st term to ensure Teaching P.E remains good and that chn can talk about what skills they are learning. Evidence from 'in the</p>		<p>support pupil's play and encourage them to be active.</p> <p>OPAL Lead to undertake more specific play training in Autumn 2022-Level 3- this will develop her role and skills, so that she can be responsible for more play opportunities such as extra curricula/PLAY days for PP/SEND.</p>	
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<p>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>moment' lessons on google drive show progress of chn's skills.</p>		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Percentage of total allocation: 20% = £3,260

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>Develop key skills through tactical play- use of MUGA to develop P.E skills and understanding</p> <p>Enrichment opportunities: Boxing/Boogie Bounce/Forest schools</p> <p>Extra Curricular clubs/Activities week</p>	<p>Actions to achieve:</p> <p>Subject lead to ensure MUGA is used regularly as part of P.E provision/facility at Elveden.</p> <p>Teachers to led lessons over the MUGA, especially for invasion and Net/wall as there are also tennis net over there.</p> <p>MUGA to be utilised for extra curricula clubs, enrichment for all pupils for activities week, Sports Day and Summer camps.</p> <p>Teachers to upskill alongside Coaches to ensure they are aware of</p>	<p>Funding allocated: £3260</p>	<p>Evidence of impact on pupils: what do pupils now know and what can they now do? What has changed?</p> <p>Pupils are able to use invasion skills now and have learnt to play more tactically. Subject lead has ensured the MUGA site has been utilised -this facility has proved invaluable to the school and its pupils. Pupil perception surveys stated that they enjoy their P.E sessions at the MUGA and they were able to talk about how the lines help them to attack/defend and know where they had to be positioned during a game.</p> <p>The MUGA has also been a</p>	<p>Sustainability and suggested next steps:</p> <p>Ensure all pupils are benefiting from the MUGA facility. KS1 to have their P.E lesson for invasion sports over there too.</p> <p>Subject lead to ensure it is promoted locally and that ITFC or other clubs use it next year.</p> <p>Subject lead to organise a Sports event (MUGA</p>

	skills needed to play tactically.		<p>source of extra curricula/enrichment for football for pupils at the school. ITFC (Ipswich Town FC) held development sessions and holiday camps for the pupils and local community.</p> <p>It has also been utilised by local youth and veteran Football clubs. Subject lead will promote again next term and has been liaising with Walking football and Netball clubs too.</p>	<p>opening/promotion event) and invite cluster schools through the SSP to come and use it.</p> <p>Subject lead to ensure Teachers/TAs are upskilled in net/wall- look into LTA cpd.</p>
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Key indicator 5: Increased participation in competitive sport Percentage of total allocation: **10%= 1630**

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:	<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</p> <p>£150</p> <p>£150</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Pupils with SEND accessed Sport workshops this year through the</p>	<p>Sustainability and suggested next steps:</p> <p>Ensure sporting interest starts at grass roots. Ensure more opportunities for</p>

<p>More sporting opportunities for KS1</p> <p>More opportunities for mixed sporting events through FHSSP.</p> <p>More opportunities for a larger amount of pupils to participate in competitive sports by taking 2 teams (one for Compete/Development)</p> <p>More opportunities for SEND/PP inclusion.</p> <p>More 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.</p> <p>Both genders to be included within the school sport fixtures. Girls to play in both mixed games and girls only.</p> <p>KS1 to be included in more events at intra level this year.</p> <p>Opportunities to involve more pupils with SEND into P.E & Physical activity, such as Forest schools & FHSSP sports events.</p> <p>Subject lead to monitor SEND/PP participation in competitive sports events through the FHSSP.</p>		<p>FHSSP. This was a great opportunity to share their sports skills and then feedback their achievement with the rest of the school.</p> <p>More chn than ever were able to access sporting events at intra/cluster level this year. Subject lead took 2 teams for most events-this ensure participation from PP/SEND chn too.</p> <p>Participation of sports events was high with KS1. They competed in Gymnastics events (they won!) and also cricket and multi skills competitions too. There was also more up take from EYFS & KS1 chn for extra curricula sports this year, which was promising.</p>	<p>EYFS/KS1 in areas of physical development such as Forest School, extra curricula activities and school sports fixtures.</p>
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Signed off by	
Head Teacher:	Lorna Rourke
Date:	13.2.22 31.7.22
Subject Leader:	Zoe Maguire
Date:	13.2.22 31.7.22
Governor:	Tamsin Minty

Created by:



Supported by:



Date:	13.2.22	31.7.22
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