

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2023/2024

# Commissioned by



Department for Education

# Created by





The grant is used effectively and based on school need. We 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

We will use the funding improvements to make additional sustainable quality of Physical Education. School Sport Physical (PESSPA) we offer. This and Activity means we will use the Primary PE and sport premium to:

Develop or add to the PE activities that we already offer:

• Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

and promote the DfE's 5 Key Areas:

- The engagement of all pupils in regular physical activity The Chief Medical Officer guidelines at least 60 minutes of physical activity a day, of which 30 minutes should be in school (includes pla
- The profile of PE and sport being raised across the school as a tool for whole school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils;
- Increased participation in competitive sport.

Created by:

Supported by: & SPORT SHOULD S

















children aged 5-16 engage in neys to and from school)

# **Details with regard to funding** Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£22,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£22,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22,420
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£22,420

# **Swimming Data**

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Based on swim data from 22-23
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?	56%
<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. Please see note above	
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	53%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	37%















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?	Yes/No
To ensure all children can swim, particularly disadvantaged children.	
Transport for Year 5 children to participate in swimming lessons every week. Track number of pupils able to swim 25 metres.	
£7350.00 £210.00 per week x 35 coach transport <mark>SCHOOL FUNDED</mark>	











# **Action Plan and Budget Tracking**

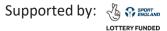
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24	Total fund allocated:	Date Updated:		
	all pupils in regular physical activity – Chief Medical Officers guidelines recommend that east 30 minutes of physical activity a day in school  Per 96  Medical Officers guidelines recommend that 96  Medical Offic		Percentage of total allocation: %	
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:
Headline Intended Impact on Pupils – All pupils will be active on average 60 minutes a day, 7 days a week.				
1 - 0 0 0 - 1 - 1 - 1 - 1 - 1 - 1	Mass Dance	£4600.00	<ul> <li>and structured playground activities</li> <li>Improved fitness (half termly runs)</li> <li>Improved physical competition</li> </ul>	













Target Y5&6 – behaviour and inactive Additional staff support in KS2 girls – mindful of drop off at specific age

playground Review of timetabled activities completed by PE Team, Senior Middays and SLT

Exposure for all to wider range of sports and activities

PF Team to liaise with Senior Midday with regards to equipment needed and resources – focus: Yoga, 'Daily Mile' and Archery Specialist Support Staff to run lunch time clubs to target: G&T. Least Active, Lower 20% and SEND

Target year 3 chn - SEND and lower 20% - support transition into KS2 and (specific YGs) foster love of sport

Share resources and information with Borough/ staff PE INSET Aut 2023- developing and furthering ideas to achieve 30 mins monitor and share brief with chn. PE INSET Aut 2023/4 - bball (including benefits of girls only) Inset Aut 2023 To discuss benefits of active learning on the pupils outcomes and on health/ wellbeing. Pupil voice Aut 2023 Winter Games NBA Finals – June Euros

In Early years 86% of children achieved the Gross Motor skills. In addition. developing core strength and fine motor skills to improve the quality of handwriting, and 91% achieved fine motor skills in the Farly I earning Goal in July 2023, despite a large number of children with SEND, thus affecting their rate of development.

## obesity rates - awaiting data

- Improved confidence and mental-well being (pupil voice)
- Improved capacity for learning (quantity and depth - embedding mastery skills through active learning)
- Aspect of enjoyment (engagement)
- Action the outcomes of pupil voice
- All pupils to have access to activity.

Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending and uptake of new initiatives e.g. Street Tag. Change4Life

Continue to provide high quality extracurricular clubs that are parent paid e.g. after school clubs, monitoring uptake

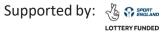
PP funding, free places and free clubs given where applicable to support families who need extra - help accessing these clubs e.g. voga, karate and cycling















Target year 4 children who do not enjoy physical activity to help reduce levels of obesity.	New secret sports club Year 4 To encourage less active children to participate / develop a love for sport.		It is expected that there will be 100% Fitness/ Health 100% enjoyment	
Opportunities to be active outside of school for families	Street Tag assemblies and parentmails.		Share results of Street tag comp	
To ensure all children have a voice/ access to activity regardless of gender/ culture/ religion/ ethnicity.	Signed up to Inclusion Hub. Sports councillors to comprise a range of ethnic minorities. Prayer times and puberty concerns to be addressed. Clothing for PE to be considered.	£299.00		
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				%
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:
	Encourage fun PE through the use of playground games and teamwork unit for whole school at the start of each academic year. CPD given Chn/ classes to have an input into PE annual timetable.		children participating in extra curricular clubs Girls/ boys, FSM, SEND, least active pupils. It is expected 50% children will participate in extra curricular clubs.	Pupil Voice and Staff Voice to assess and monitor  Wording printed in halls for PE, assemblies and outdoor playgrounds so chn, parents, staff and governors are aware of PE focus.  Be Active













	PE team to adjust year groups	23):	Be Healthy
	overview to reflect pupil voice and accompany CPD in certain areas of	68% of our FSM children	Be Happy
	Games.	45% of children attending clubs are girls.	
	Insets of 2023 - To discuss benefits	61% of children attending clubs are boys	
	of active learning plus sticky Learning – Drip feed 'Impact of PE	20% SEND	
	on wellbeing/ mental health and	30% Least active	
	learning' to staff	According to data in June 2023 100% children will know PE aim.	
To inspire children through PE	Visits by high profile athletes. E.g. Sports for schools. Sharing/ celebrating of world events- world cups, Olympics etc		
To encourage PE through cross curriculae links.	For example reading challenge: Ready set read will showcase how reading can be active and engaged and can itself involve teamwork and community. Drama Maths- measuring throws/ jumps	Pupil voice will show 100% chi enjoyed meeting a high profile athlete and learning of world sporting events.	
	When celebrating world sport events- use maths, English, pshe respources.	Pupils will recognise and understand the benefits of active learning.	













Key indicator 3: Increased confidence,	, knowledge and skills of all staff in to	eaching PE and s	port	Percentage of total allocation:
				%
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:
Headline Intended Impact on Pupils – All pupils' will receive 2 hours high quality physical education every week.  100% of pupils will be developed in their physical, cognitive, social and emotional learning.  Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.			As a result of a bespoke CPD (Local authority support package and additional CPD), staff insets, courses, interactive SOW and updating equipment we expect to see significant impact:	PE Leader to complete the Level 5 certificate in Primary PE subject specialism and leadership. This allows sustainability going forwards a PE leader can then upskill staff in house.
partnership/ YST  Pupils and staff have access to specialist teaching staff and borough	PE team to attend regular partnership meetings to enhance PE in school and make links to help improve outcomes/results in competitions. Regular PE insets	£580.00 per year	Staff Confidence in September 2022 showed that 70% of teachers were confident in teaching all areas of PE. We predict that by July 2024, 100% of staff will feel confident in teaching all areas of the curriculum. We plan to give support to NQTs.  During the last observations 80% of teaching for PE was good or outstanding. By July 2024 we predict that all teachers will have been trained and that 100% of KS1 teachers all lessons being delivered will be good or better.	Staff will all be confident and delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and working with other schools plus our Level 5 qualified PE Leader.  PE Gurus for each year group.
attend club sessions.			Pupil voice data in September 2022 showed that 90% of pupils felt that PE is always fun. By July 2024, we predict that this will be - 100%.	Sharing YST resources and data.
To improve gross motor and fine motor skills and core strength In Early Years.	Basketballs, footballs, tennis rackets and balls. Bikes/ scooters/ helmets	£500.00	According to teachers assessment 85% of chn in year 1-6 were achieving expected outcomes for curriculum PE (Dance, Games and Gymnastics) in Summer 2023.	

and therefore improve teaching of PE	touch staff to support with CPD for KS1/ Year 6.	KS1 CPD PE £9,180 Yr 6 CPD	In Early years 96% of children achieved the Gross Motor skills Early Learning Goal in July 2023. In addition, developing core strength and fine motor skills to improve the quality of handwriting.  By July 2024, we predict that 96% EYFS, 90% of KS1 and 90% of KS2 will achieve ARE.	
	PE specialist Nic Seabrook to carry out CPD across yrs 3-5. 1 day a week.		By July 2024 we predict 95% teaching staff will be delivering high quali	
To increase the technical vocabulary learnt and used by staff and children.	Bought and installed vocabulary for halls, playgrounds.	£100	To support chn learningspecific and relevant PE vocab to be displayed in both indoor and outdoor PE areas.	













Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation
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:  Headline Intended Impact on Pupils – All pupils' will be exposed to new areas of activity.  Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week  Additional achievements: To increase the number of children, particularly vulnerable children, SEND, FSM, Least active who participate in extra- curricular PE (60mins a day).  Increase the diversity of physical	Make sure your actions to achieve are linked to your intentions:  Set up and run clubs. Use internal and external resources. Insets Inclusion- mental health/ wellbeing Looking at the whole child: Social, emotional, physical, cognitive Free clubs  Develop pathways for new sports	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  • Dance Network Association working with Barking and Dagenham Borough to showcase opportunities to broaden the experience of dance for all and G&T pupils. We predict that this will increase performance and encourage showcasing a performance • Club analysis shows 64% FSM chn, 30% least active and 20% SEND attending extra curricular clubs summer 2023 • Increased the number of free clubs especially football and girls only football. • Encourage and support uptake of teaching staff to become involved in extra- curricular activities and some	Sustainability and suggested next steps:  Staff will work together and share good practice within the school and with Borough - which will lead to better confidence all round and mostaff keen to get involved thus ensuring the extra activities will no only continue but there will also be an expansion.  The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen.  Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending.
Created by: Physical Active Created by: Physical Partnerships	(cricket, basketball, karate etc) and sports for all.  New extra curricular clubs: Mixed football Girls free football Karate Lunchtimes: Introduction and set up of Mini Golf	Free extra curricular lunch clubs to encourage Least active and G and T children.	1 , , , , , , , , , , , , , , , , , , ,	PP funding and free places given where applicable to support familie

Cycling Inset More expertise to upskill the teachers and more ideas to entice Reintroduce voga club, kick-boxing club. Cycling sessions. the children in to sport, YST Focus particularly on those pupils who do not take up additional PE and Sport opportunities. Bikeability Club and Bike Club run by Children benefit by learning to ride 90% Children to be able to ride Vandome Cycles bikes confidently. a bike and being safe on the road. G and T cyclists to have access to cycling competitions and access to club training via links with local clubs. Raising the profile of PE through well Sports for Schools, GB athletes, changing stereotypes. known, successful sporting role models (GB athletes) - specific -BAME role models Barking and Dagenham College sports students to come in and work with the children Working with Sports specialist from the local area Barking and Dagenham College Increase partnerships with Redbridge Cycling Assoc sporting providers/ pathways Premier First touch **Havering Gymnastics** Complete PE Karate- Rush Green Dragons Barking and Dagenham Sports Partnership Dance club Sports for schools **Essex Cricket** Tigers/ wildcats













Dance Network association	











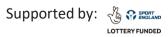


Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your 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:
Headline Intended Impact on Pupils – Increase the number of pupils participating in an increased range of competitive opportunities Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week  To increase the number of children, particularly vulnerable children, who participate in competitions (Level 1 and 2), offering opportunities across all Key stages for children to compete against themselves, in school and outside.  Sport for all.	Access borough competitions; compete against other schools. Ensure children have opportunities to compete in borough competitions. Attend competitions with 11, A teams, 3, B teams and 2, C teams and 2 whole school events.  Whole school run- Race for life Level 1 comp  Mass Dance with Dance Network Association (Spring) whole school  Cross country Year 3 – 6 (32 chn) Football Boys yr 6 (11chn) x 4 comps at least Football Girls Yr 5-6 (8 chn) x 1 comp at least Basketball Year 6 (12 chn) A, B teams Basketball 3V3 year 5-6 (9 chn) A, B, C teams		In 2022-23 20 competitions were held in school.  Improve fitness, stamina and well-being (across the school) — target cultural capital — in addition, opportunity for mass participation — competition  Providing inclusive sporting opportunities at competition level (within Borough)  • increase confidence  • improve skill level (differentiated)  • increase motivation for physical activity  • sense of achievement (certificate)  • team building skills  Black lives Matter focus — multiple genres.  By July 2024 100% of children across all key stages will have competed in level 1 competitions and 43% children G and T will have competed in level 2 comps.	Competition will be imbedded as a normal element of learning at level 1 stage through continued access to house competitions in class/lesson time. (SOW). This will bear no cost if the SSP funding stops  Access to level 2/ Virtual Borough/ YSG PE team  PE team  PE team
	Sportshall athletics Year 6 (18 chn) Panathlon x 2 – all year (10 chn)		<ul> <li>Schools own data / registers of teams</li> <li>Calendar of events / fixture lists</li> </ul>	













Netball year 5/6 – (9 chn)x 1 at least.

Dodgeball – (12 chn) A. B teams Tennis vear 3-4 – 6 (chn) Quad kids – year 3-4 and 5-6 (32) chn) Cricket Boys (9 chn) Cricket Girls (8 chn)

Transport for events

Supply cover so staff can attend events with children. Staff to support children and help improve techniques and tactics for each sport/competition.

Half termly runs so chn can compete against their previous score.

Baseline assessments twice a year for chn to improve physical competence.

- Implement an effective house system for engaging in competition in lesson time. This means there will be an in class level 1 competition for all classes at the end of each term (SOW supports this set up and guides teachers)
- Apply for school games mark to achieve Gold level Award

School Games mark

### WIDER IMPACT AS A RESULT OF **ABOVE**

- Improved standards in invasion games in curriculum time (95% of KS1 and KS2 achieve ARF)
- More girls are participating in Level 2 competition
- Better integration of pupils from minority ethnic backgrounds and parents also showing more interest in PE and sports.
- Increased number of chn participating in extra curricular activities especially SEND, FSM, least active

### Historical Data 2022- July 2023) Inter 32 comps

Cross country Year 3 – 6 (32 chn) Football Boys vr 6 (11chn) x 13 comps Football Girls Yr 5-6 (8 chn) x 2 comps Basketball Year 6 (12 chn) A. B teams Basketball 3V3 year 5-6 (9 chn) A, B, C Sportshall athletics Year 6 (18 chn) Panathlon x 2 – all year (10 chn) Netball year 5/6 - (9 chn)x 2 comps Quad kids – year 3-4 and 5-6 (32 chn) Cricket Bovs (9 chn) Cricket Girls (8 chn) 2 whole school comps

? intra school comps

### Historical Data 2021- July 2022 (limited comps due to impact from covid)

Football boys 4 x comps (10 chn) Football girls 1 comp (9 chn) Panathlon team (10 chn) Panathlon bowling Quad kids 3-4 Quad kids 5-6 9 A teams















Historical Data 2019- March2020 : Cross country A team 3-6 (32 chn) Basketball A and B team (12chn) Sportshall A team (20 chn) Football boys 3 x comps (10 chn) Football girls 1 comp (9chn) Panathlon A team (10 chn) Volleyball A team (6 chn) Netball A and B team (14 total) Tag Rugby A team (10) 11 A teams 2 B teams 28% Children in level 2 comps up until Easter. 70% children in extra curricular clubs 50% SEN in extra curricular clubs 41%Least Active in extra curricular clubs (secret sports club, girls football, yoga, kickboxing) Base on a third of each class being inactive. Less in some areas than year before as school closed in March. Increase up until then in club participation compared to year before.  Historical Data 2018/19 74 %Children in extra curricular clubs SEN 65% in clubs 45% children in Level 2 comps

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	























