Evidencing the Impact of the Primary PE and Sport Premium

Report for academic year 2023 - 2024

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) 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 criteria (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 nowwill benefit pupils joining the school in future years

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

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 2022. To see an example of how to complete the table please click HERE.

Created by: association for Physical Education, YOUTH SPORT TRUST

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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	**Areas for further improvement and baseline evidence of need:**
- High quality PE and sport sessions provided by qualified coaches who are employed, full time within the school - A wide variety of sports clubs on offer for all pupils in after school clubs provision for pupils - Targeted adult support in all PE lessons to support pupils with SEN to ensure inclusive participation - School is highly active in the local sports association – organising and/or participating in all sporting competitions and fixtures - Achievement in inter-school sports competitions is particularly high in Football, rounders and athletics - High quality fitness trail equipment in place and used at break/lunch times, and for movement breaks - Termly fitness assessments track pupil progress and allow for curriculum content to be targeted to meet pupil's needs - Forest schools provision established and all pupils have had the opportunity to have sessions	- Provide opportunities for outdoor and adventurous activities such as climbing, water sports and orienteering. - Embed opportunities for physical activity and movement throughout all curriculum areas through use of the school grounds and local area (eg through Forest Schools). - Continue to re-establish teams to compete in all local sports association leagues and competitions and progress through County pathways to evidence impact of high quality coaching input

Meeting national curriculum requirements for swimming and water safety.	
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 2025.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	

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	**2022-23 funding allocated:** £17,730 **Total in year spend:** £17,730		**Date Updated:** **30.08.2024**	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Amount of total allocation of 2023/24 funding: **£810.15 4.5%**
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:**
All children who attend breakfast and after school club have the opportunity to take part in a range of physical activities every day. This will support the development of healthy minds and bodies and get children ready for learning at the beginning of the day and to relax after the school day.	Breakfast and after school club staff to support and encourage children to engage in physical activity eg by facilitating games Use of small playground equipment eg skipping ropes, pop up badminton set, balls Adults encourage and supervise use of the fitness trail equipment.	N/A	Range of opportunities for physical activity incorporated into after school club planning and publicised to children and parents. 100% of children attending the post-4pm session of after school club take part in a physical activity.	Continue next academic year.

Break and lunchtimes offer a wide range of opportunities for physical activity for all children, including those with SEND. This will promote positive social interactions, positive behaviour and give opportunities for additional physical activity. High quality equipment purchased so that curriculum expectations can be met.	Break and lunchtime staffing co-ordinated to certain areas of the playground, Trim Track and field to ensure daily organised games for all children to participate in and teaching of games/skills. Table tennis table and bats provide low impact, physical activity opportunities. Wide range of equipment purchased for use in PE and at break and lunch times eg. Bats, balls, frisbees, ribbons, badminton/volleyball nets, team building games. Golf equipment	 **£207.15** **£603**	Pupil perception data – qualitative and quantitative to show impact of investment in fitness trail and equipment. Behaviour and social interactions have improved because of the opportunities on offer. Pupils are more active in PE lessons because of increased stamina. Higher attainment in PE sessions. Attitudes to learning improved with healthier minds and bodies. SATS results will improve overall year on year, due to improved mental and physical wellbeing.	
Daily Mile or similar physical activity undertaken by all children at least 3x per week, in addition to PE lessons, providing physical activity opportunity of at least 30 additional minutes.	Children encouraged to use playground and/or field to run or brisk walk the mile.	**N/A**	Fitness levels improve due to increased physical activity. This will have a positive impact on achievement and attainment levels in PE lessons and well as on emotional wellbeing.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: **£5,070 28.5%**
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:**
Highly skilled, full time, PE coaches employed to teach PE lessons and sport across all year groups one session per week. High quality equipment purchased to ensure that lessons can be delivered to a high standard and meet health and safety requirements. To provide opportunities through clubs and PE lessons to select teams of children to represent school in sports.	Continue to employ sports focused staff. PE coaches continue to lead a minimum of one hour of high-quality PE lessons for every child, every week. Class teachers to continue to lead a minimum of one hour of high-quality PE lessons for every child, every week. PE coaches undertake regular CPD and performance management to ensure standard of provision remains consistently high. PE coaches work with class teachers to complete MME assessments for PE and Sport, in line with other foundation subject development.	£5,070	Pupils make good progress across a range of sports because of high quality teaching of skills and knowledge. Pupils' health and fitness will improve, as will their competition skills and social interaction. Pupils showing promise and interest in particular sports are signposted to local clubs and extra-curricular opportunities. Behaviour in PE lessons is consistently well-managed because the PE coach knows children well and has built solid working relationships with them.	Identify gaps in knowledge or confidence of PE coaches and teachers and provide internal and external CPD to develop skills.

Results of sports competitions shared with parents and school community on school newsletter, Facebook page and on Tapestry to celebrate successes and inspire further participation.	Continue to share achievements with school community. Consider sharing specific successes with the Clacton Gazette for further exposure.	N/A - funded from PPG funding.	Number of parents accessing information has maintained its high level this year meaning just as many parents are celebrating sports successes. The number of children accessing clubs and sports activities outside of school has increased again (data gathered through pupil perception/questionnaires). Rolph have again been extremely successful this year in sport and have been recognised for their sports provision. We have come first in the football league, winning every game along the way and shown success in cricket, athletics, cross country and street tag again this year. Children are enjoying sport.	Continue to explore opportunities and platforms to share information with parents Continue to secure opportunities for children to represent the school and share successes with peers. Keep sports board updated and in a prominent position in the school to celebrate and promote sporting achievements.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: **£350 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:**

Allocated HLTA/PE Lead actively engages with CDPSSA as Secretary and Sports Coach as Vice-Chairperson working with colleagues from partner school to develop whole school sports provision.	Pay annual subscription and actively engage in cluster work.	**£200**	The school now holds position of secretary and vice-chair within the CPDSSA and regularly engages with all opportunities which has ensured that children and staff have taken part in a range of activities.	Continue to evaluate CPD needs and provide opportunities for training, shadowing experienced coaches/teachers etc. Continue work with local cluster.
Teachers have support in areas where they feel that subject knowledge needs improving. Sports day awards to celebrate the achievements of the children taking part.	CPD for all sports over the year delivered by PE coaches from partner school. Sports Day awards	 **£150**	The staff have identified that they feel more confident in the teaching of PE. Reward incentive for high achievements.	Arrange further CPD for all staff based on subject knowledge audits. Budget to be allocated each year to ensure resources can be replaced.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: **£11,014.85 62%**

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 develop outdoor adventurous activities and outdoor learning to support the development of mentally healthy children. A fully trained, level 3 Forest Schools Leader delivers high quality outdoor learning to all classes across the	Birch Hall residential trip for Year 5 Forest School Teacher	**£1,585.95** **£9,428.90**	Forest school has been recognised and as area of excellence at Rolph. We have achieved gold tree	Teachers encouraged to use the Forest School area for planned lessons during the

school throughout the year. Outdoor learning is well resourced so that children have the opportunity for rich learning experiences that develop a broad range of skills. Continue to offer a wide range of extra-curricular sports clubs, outside of school hours, to increase opportunities for pupils to partake in physical activity.	Coaches to lead sports clubs after school 4x per week. These should be varied in nature and reflect CDPSSA inter-school sports competitions. Multisports Golf Ski Competition		council status and Rolph has been awarded Beacon school status. Pupils are accessing after school sports clubs and it continues to be a popular resource. This enables a greater pool from which PE coaches can select for CDPSSA leagues and competitions. Wide range of clubs offered to appeal to as many children as possible.	week when Forest school Teacher is not due in.
Organise a school sports week in the summer term with outside companies providing sporting opportunities that are not ordinarily offered within the school curriculum. Children will get high levels of enjoyment from the opportunities which will have a positive effect on mental wellbeing and will allow children to develop skills in new sports/activities.	Sports week activities: • Rugby Coaching • Volleyball • Dance Session • Rounders		All activities were enjoyed by the children participating and feedback given was 100% positive. Children took part in sports that they had never tried before which developed confidence and promoted positive mental health, which was so important post-pandemic.	Consider budget for next year to enable a Sports Week to take place again in the summer term.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: **£485 3%**
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:
Continue to enter inter-school competitions and leagues through CDPSSA including rounders, boys and girls football leagues, netball tag rugby and other indoor and outdoor sports. Pupils will have the opportunity to partake in competitive sport and develop both their game skills and sportsmanship. Ensure sports day has a competitive element.	Organise all transport to ensure all pupils can participate. Transport to Garrison athletics Arrange additional coaching as required to support development ahead of competition. Arrange school into teams, award medals for competitive racing.	**£485**	Children have been very successful in a range of competitive events (including placing 3rd in small schools and 4th overall at the Garrison event) over the year and this has seen an increase in participation in sport across the school. Children have been complemented at all events on their sportsmanship. Sports day medals awarded and 100% positive feedback from staff, children and parents.	Continue to review PE curriculum to ensure that skills taught feed into the variety of competitions offered through CDPSSA. Continue to subscribe to CDPSSA. Continue to ensure that these opportunities are given to all pupils.

Signed off by	
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Date:	
Subject Leader:	S.Perren
Date:	30/08/24