

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
TRUST



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** to the quality of Physical Education, School Sport and Physical they offer. This means that you should use the Primary PE and

- 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.

Details with regard to funding

Please complete the table below.

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.

Swimming Data

Please report on your Swimming Data below.

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](#).

Total amount carried over from 2019/20	£7.56
Total amount allocated for 2020/21	£17,570
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3201
Total amount allocated for 2021/22	£17,574
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,775

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.

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?

96%

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

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

92%

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

96%

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?

Yes

Academic Year: 2020/21	Total fund allocated:	Date Updated: August 2021		
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:
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:
Teacher subject knowledge enhanced so that pupils are active in their PE lessons. Develop teacher subject knowledge of teaching PE, through CPD and team teaching, using the strengths of staff team.	Staff questionnaire to establish staff confidence and gaps in knowledge so that CPD can be organized. Staff CPD to be planned through the year 2020/21.	Sports coach £19,980	Questionnaires sent out to all teachers to establish what sports they would like CPD in. Results were Gymnastics and Dance. Due to PE Lead absence CPD training did not take place.	Staff CPD to be planned throughout the year of 2021/22.
Pupil voice to be sought at regular intervals throughout the year and pupils ideas to be acted upon where possible.	Gain pupil voice through various mean, questionnaire and interview about pupils thought about the school's sports provision and what they would like to do more of. What clubs to they want to be doing?		Pupil's voice gained through questionnaires regarding which sports club they would like to attend. Sport with the majority vote was offered to that class. All sports clubs were well attended with 75% of classes attending their chosen after school club, increasing participation and enjoyment for the club.	Continue to seek pupil voice throughout 2021/22.

Further widen the selection of after-school sporting activities on offer, focusing on participation and enjoyment. More children will participate and enjoy being active.	Encourage children to join after-school clubs though following requests and suggestions from children questionnaires. Keep a focus on Pupil Premium children, PE staff to work with children flagged who may benefit from additional activity to promote well-being.	.	Disrupted due to Covid-19 Lockdown. We were unable to offer a wider selection of sports clubs due to Covid-19. Classes remained in class bubbles for clubs therefore we were only able to offer one club per class. We were also unable to have external sports clubs however there was an increase in pupil premium children participating in class bubble clubs.	When safe to do so reopen clubs to a number of year groups where classes can mix and therefore attend more than one club and restart external sports clubs to offer a variation of sports offered.
Links to be made with external sports providers, to offer taster sessions. Make links and promote out of school activities and clubs, which children could be participating in that promotes a love of sport.	Meet half termly with All Stars to review sports provision and to decide on after school club activities. Organize sporting opportunities in liaison with extra-curricular companies.	All stars Fee: £7605	Allstars offered a Dodgeball club to Years 2/3 which was well attended. Disrupted due to Covid-19 Lockdown.	Allstars to continue after school club. To be continued in 2021/22.
Snacks to be eaten in classrooms, so that playtimes are seen as an active time.	Liaise with class teachers so they can plan for this.		Longer active break times.	To be continued 2021/22.
School website to continue to signpost clubs, taster sessions and activities for children to be participating in outside of school.	ZC to continue to add and update the school website to highlight and signpost up and coming events, trial sessions, clubs etc.		Disrupted due to Covid-19 Lockdown. Website was instead used as a tool to keep children active during home schooling. Resources and activity ideas were promoted on here along with ZC fitness videos to engage children while at home.	School website to be updated to relevant information when clubs and competitions are back up and running.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school 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:
Website to be developed further to signpost activities, external clubs, activities and taster sessions as well as celebrating sporting achievements.	Regular website updates Timetable of lunchtime activities to be drawn up and shared with staff and children. Trials and practices to be held for selection in after school sporting fixtures.		Disrupted due to Covid-19.	To be continued in 2021/22
Role of Sports Ambassadors to have a high profile in school to raise aspiration for younger children, e.g. in assemblies, display boards, help to run sporting activities.	Interviews/ applications for the 'role' of Sports Ambassador to be conducted.		Y6 Children applied to be sports ambassadors. Four children chosen and received sports leader hoodys to raise profile of their role. Unfortunately due to Covid-19 their role was limited.	To be continued in 2021/22

<p>More equipment to be out at lunchtimes, so children can develop their skills outside of PE lessons.</p> <p>Rotation of PE equipment and playing spaces.</p>	<p>Equipment to be shared out between classes. Sports Ambassadors to delegate equipment.</p> <p>External provider to be visible two lunchtimes a week to encourage activity.</p>		<p>Due to classes remaining in their class bubble equipment was rotated between classes weekly.</p> <p>Children experienced play with a variety of equipment increasing activity at break and lunchtimes.</p>	<p>To be continued in 2021/22.</p> <p>Introduce playground games.</p> <p>Order playground equipment for each class.</p>
<p>Assemblies used to raise the profile of the Sports Ambassadors and to introduce games for the playground.</p>	<p>Sports Ambassadors to be involved in Assemblies to raise their profile and visibility. Discussion with Sports Ambassadors how can they develop the role to encourage sporting participation?</p>		<p>Disrupted due to Covid-19.</p> <p>Assemblies did not take place.</p>	<p>To be continued in 2021/22.</p>
<p>Snacks to be eaten prior to break times.</p>	<p>Ensure teachers are allowing time for this, can be done during reading time to avoid impact on learning time.</p>		<p>Improvement in children being active at break times for longer periods of time.</p>	<p>To be continued in 2021/22.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
All Stars to work with Sports Coach and teachers to develop subject knowledge and confidence in the teaching of PE. Additional staff reduces staff ratio furthering opportunity to coach and model techniques.	Questionnaire to staff about their individual CPD needs and areas of expertise, so these can be addressed as appropriate. CPD delivered to Sports Coach and teachers to improve PE experience for pupils.	All stars fee: £7605	Pupils and staff experienced a range of activities and sports delivered by All stars. CPD for Sports Coach developing subject knowledge.	ZC to continue developing subject knowledge and to share experience and ideas with teachers.
Staff CPD in teaching PE, including how to use the new equipment: New Age Kurling and table tennis.	Staff meeting to teach staff how to use new equipment: New Age Kurling and table tennis.		Due to PE Lead absence CPD did not take place.	Staff CPD to be planned throughout the year of 2021/22.

Gaps in Sports Coach knowledge to be identified and addressed with new sports provider, to skill Sports coach in sports including Tag Rugby.	All Stars to introduce Tag rugby to the pupils.		All stars taught a number of sessions on Tag Rugby across a range of year groups, introducing the children to the game. Sports Coach now confident teaching Tag Rugby.	ZC to continue developing subject knowledge.
Key indicator 4: Broader experience of a range of sports and activities offered 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:	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:
Further develop awareness of inclusive sporting activities, and furthering skills in newly introduced activities, Boccia and New Age Kurling.	Participate in wider range of competitions, e.g. Boccia. Sports equipment to be used more widely at lunchtimes, so that children have the opportunity to practice these skills away from class teaching.		Disrupted due to Covid-19. Although competitions did not go ahead as planned we did take part in a number of virtual competitions and National Sports Week which including Boccia. The children learnt about inclusive activities which also tied in with the Tokyo Olympics and Paralympics. Children also took part in the Get Set for Tokyo scheme, to celebrate this years Olympics. Collectively we travelled 47,349km virtually from the UK to Tokyo. Having a target really encouraged the children and families to get active outside of school and log their activity.	To be continued in 2021/22. Register for National Sports Week 2022.

Introduce other sporting opportunities through making links with other sporting providers in the area. For example, inviting local clubs to do a taster session.	External sports providers to be contacted to offer taster sessions in school, such as West Sussex Badminton and Skip Hop.	£1992.	<p>Disrupted due to Covid-19.</p> <p>Athlete Frederick Afrifa visited our school. Children took part in a sponsored fitness session and learnt about what life is like as an athlete, this tied in well with our upcoming sports day. Children thoroughly enjoyed the session.</p> <p>We also had a visit from the Sports Project where children learnt how to look after their mental health through sport.</p>	<p>To be continued in 2021/22.</p> <p>Contact Sports for Schools to organize another athlete visit for the summer of 2022.</p>
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Key indicator 5: Increased participation 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:
WSSA membership to continue.	Sports coach to be aware of fixtures coming up through communications with WSSA.	£830 WSSA joining fee	<p>Disrupted due to Covid-19.</p> <p>Children took part in a number of virtual school competitions organised by SGO, which allowed children continue to be active during the lockdown period.</p>	To be continued in 2021/22.

Curriculum mapping with a focus on up and coming competitions, so that teams and squads can be prepared appropriately and have practiced as a team prior to events.	Curriculum mapping to reflect competitions and to ensure teams are chosen with range of children representing the school in competitive sporting events.		Disrupted due to Covid-19.	To be continued in 2021/22.
Curriculum skills to be taught progressively so that by Year 5 and 6 children are familiar with the rules of the games prior to fixtures.	Teachers to pre plan for PE sessions and liaise with Sports Coach regarding rules for sporting competitions. Where possible, all children offered the opportunity to do trials for teams and squads, for example through opportunities for example, in PE lessons.		Children received better quality sessions and we saw a progression of development across the school. Children will be better prepared for future competitions.	To be continued in 2021/22. Sports Coach to take a range of ability groups in PE lessons to further develop confidence in sport.
Pupils know that representing the school is an honor and a privilege.	Sports coach to deliver targeted coaching ahead of tournaments, so pupils are prepared, e.g. know the rules of the game and have worked as a team.		Disrupted due to Covid-19.	To be continued in 2021/22.
Pupils to represent the school in a wide range of sporting activities.	Pupil voice to capture pupil's view on representing the school in competitive activities.		Disrupted due to Covid-19.	To be continued in 2021/22.

Website to keep the school community updated about sporting competitions and opportunities available and external clubs offering competitive sports.	ZC to continue updating and monitoring website.		Disrupted due to Covid-19.	To be continued in 2021/22.
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Head Teacher:	Helen Townsley
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Subject Leader:	p.p. Zena Cleary
Date:	05.11.21
Governor:	Charles Hutchin
Date:	09.11.21