

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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 now will 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 2020** 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 2020. To see an example of how to complete the table please click [HERE](#).

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 2021: | Areas for further improvement and baseline evidence of need: |
|--|--|
| <ul style="list-style-type: none"> • Children keen to attend active clubs at lunchtime and after school football club once restrictions on these were lifted. • Development of playground provision during break and lunchtimes to engage children in activities such as dance, tennis, volley ball, basketball and team building. • All KS2 children receiving PE provision both on-site and on our school field, as well as weekly swimming sessions. • Provision for each class to have a Forest Schools session at the farm to support skills in Outdoor and Adventurous Activities (OAA) and to develop wellbeing. • Families keeping active through lockdown - taking part in activities suggested by the school or setting their own active challenges. • Daily active wake up routines offered on-line during lockdown. • Success at virtual District Sports with 1 bronze, 2 silver and 6 gold medal places in Year 5 and 6 alone. • Children participated in Active Surrey Trek to Tokyo and as a school we by far exceeded the expectations of the challenge. • Whole school participation in the Golden Boot Challenge. • Schools Football Week provision for all children, with year 6 leaders and specialist sports coach. • Year 6 Production based entirely on dance. | <ul style="list-style-type: none"> • Introduce the teaching of <i>Getset4PE</i> our new PE scheme. • KS2 PE to be taught by PE Subject Leader alongside Specialist Sports coach (also LSA) • PE subject Lead to provide training to KS1 and EYFS teachers in the delivery of PE lessons. • Development of assessment in PE and monitoring of individual progress. • Planning for PE and Sport in school in line with <i>Government</i> guidelines for social distancing, should there be guidance still in place in the new academic year. • Re-introduce swimming lessons and begin to provide for EYFS and KS1. New changing rooms to make this more accessible for younger children. • Further develop ways to enhance the teaching of high quality PE through the use of LSAs. • Training for MDS to support children in making active choices at lunchtime. • Training of UKS2 children to become sports leaders on the playground at break and lunch. • Participation in PALSS - Active Surrey's pledge for a more active school. • Identification of children who are not participating in any active clubs and exploring opportunities to encourage them to attend or investigate alternative active clubs. • Become involved in local tournaments and competitions again once restrictions lifted. • Development of higher quality provision of clubs to be available to all children, and for these to focus on wellbeing and being active. |

| | |
|--|--|
| Meeting national curriculum requirements for swimming and water safety. | Water safety course provided for all year 6 children before leaving for secondary school. |
| 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 2021. | 94% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Data not yet provided. |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Data not provided but access to water safety provided to all year 6 children, where this was demonstrated, modelled and children rehearsed these skills. |
| 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/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: 2020/2021 | | Total fund allocated: £17,863 | | Date Updated: July 2021 | |
|---|--|-------------------------------|--|---|---------------------------------|
| <p>Key indicator 1: The engagement of <u>all</u> 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</p> | | | | | Percentage of total allocation: |
| | | | | | £1500 = 8% |
| 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: | |
| <ul style="list-style-type: none"> Each class in KS2 have received a whole afternoon of PE each week as well as additional PE during swimming lessons for all of KS2. Next year - all children from R - 6 to receive one lesson of PE per week, which may include swimming within this during warmer months, as this will ensure more widespread provision for all children. Variety of active clubs/activities on offer at lunch time | <p>All members of staff not allocated a 1:1 role at lunch time in order to run a variety of clubs/activities. This has so far been done within class bubbles initially, then within phase bubbles once restrictions lifted, then hopefully across bubbles in the future. High quality provision of after school clubs.</p> | £1500 | <ul style="list-style-type: none"> Children who were previously inactive at lunch time have been encouraged to engage in some form of physical activity through wide range of activities and resources on offer. Children taking part in different activities. PE equipment being used to supplement lunch time equipment | <p>Close work between midday supervisors and PE Lead (particularly on KS2 playground where there has been a greater tendency for children to be less active) in order to monitor interest in certain provision and to encourage engagement. Different activities are now on offer according to interest of the children and greater participation has been evidenced. Develop this across both playgrounds now.</p> | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: £7000 = 39% |
|--|--|--|---|--|
| 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: |
| <ul style="list-style-type: none"> In KS2 all classes to be taught PE by the PE subject lead next year. This year, all teachers have been teaching predominantly skills that have been accessible according to COVID-19 requirements and keeping everyone safe - for example OAA, Dance and later on, athletics. LSA who is a trained sports coach to support class teachers. Active Surrey Membership. | <ul style="list-style-type: none"> LSA who is also a trained Sports Coach to work with EYFS and KS1 teachers as well as PE subject lead to plan, deliver and assess high quality PE teaching, using our new PE scheme. Sports memberships used to embed latest best practice into all classes - CPD, articles, advice. | <ul style="list-style-type: none"> £4200 £2000 £800 | <ul style="list-style-type: none"> Teachers to feel more confident in what they are teaching across PE and for PE subject lead to have better knowledge and understanding of progress across the phases to ensure smooth transition and development of skills. Staff skills, knowledge, experiences all enhanced through memberships. | <ul style="list-style-type: none"> All staff to take part in planning active opportunities across the curriculum as part of PALSS. Swimming lessons for all classes. Involvement in Active Surrey sporting provision that who provide events that cater for entry level children to more able children. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | £2800 = 16% |
| 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: |
| <ul style="list-style-type: none"> Embedded use of Getset4PE across the school from Nursery to Year 6. LSA who is also a trained Sports Coach to support teaching. | <ul style="list-style-type: none"> PE to be taught by PE Subject Leader in KS2. EYFS and KS1 lessons to be taught by class teachers with support in planning and monitoring from PE subject leader. Staff meeting training to for KS1 staff on GETSET4PE and time for planning queries. | £2600 £200 | <ul style="list-style-type: none"> Staff confident to lead PE in all areas. Every child participating in PE lessons and making progress in core skills through clear steps to improve and to ensure good mental wellbeing. | PE Subject Leader to monitor planning, delivery and assessment of PE. Use of pupil voice to ensure all children are given an opportunity to suggest sports they would like to participate in. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | £3000 = 17% |
| 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: |

| | | | | |
|---|--|---------------------------|--|--|
| <p>Additional achievements:</p> <ul style="list-style-type: none"> • Range of sporting clubs available both at lunch time and after school. • Provision of Forest Schools sessions for all classes at nearby farm. • Swimming sessions provided for all children from R - 6. | <ul style="list-style-type: none"> • Outside providers to be used to enhance the club provision from the school including football, dance and Judo. • Forest School Leader and Assistant Forest School Leader to lead, support, teach and observe each group of children in a range of outdoor activities. | <p>£2000</p> <p>£1000</p> | <ul style="list-style-type: none"> • Home School Link Worker to liaise with class teachers and Clubs Co-ordinator if children would like to attend a club but do not have the funds to. • Children have opportunities to take managed risks during Forest School sessions using equipment and tools. • Children are able to meet the end of KS2 requirements in swimming and to be confident in water safety. | <ul style="list-style-type: none"> • Develop a range of active clubs that support the Government guidelines that follow the government advice on social distancing. • Class teachers to ensure that all children wishing to attend active trips and residential visits are not prevented from attending due to financial restrictions. |
|---|--|---------------------------|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: £1500 = 8% |
|--|---|--------------------|--|--|
| 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: |
| <ul style="list-style-type: none"> • Stepgates to attend a variety of ERPSSA events. • Development of dance competitions through links with local secondary schools - for next year. | <ul style="list-style-type: none"> • Shining Star programme to target gifted and talented children (with focus on athletics as well as other PE foci) to ensure our children compete and achieve the highest possible result. Children who receive medals at District Sports or other competitions in different areas of PE will automatically be selected for the next Shinning Stars | £1500 | <ul style="list-style-type: none"> • Restricted impact due to school closure due to COVID-19. | Further develop links with JHS to make use of CPD and provision for our gifted and talented sportsmen and sportswomen. |

| | |
|-----------------|----------------------------|
| Signed off by | |
| Head Teacher: | Tara Ford |
| Date: | 23 rd July 2021 |
| Subject Leader: | Jodie Brough |
| Date: | 23 rd July 2021 |
| Governor: | Michael Pope |
| Date: | 23 rd July 2021 |