

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 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
- 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.

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. 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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£18,788
How much (if any) do you intend to carry over from this total fund into 2021/22?	£16,036
Total amount allocated for 2021/22	£18,780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£34,816

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	8%
<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>	16%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	25%
<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>	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: 2020/21		Total fund allocated: £18,788		Date Updated: July 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: 69%
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?:
To help teachers at all levels of experience with teaching progression of skills. To increase fitness ability across the school.		Renew P.E. planning scheme. www.peplanning.org.uk PE leads to complete a pupil voice across the school on their views of P.E. lessons. P.E leads to ensure progression and coverage is taking place and map out the curriculum by each year group. Monitor use of scheme and annotated P.E planning for classes. Review impact of lesson through focused observations and monitoring. Children’s increase in skipping challenge within the two minutes. Class list to record number of skips and promote in assemblies.		£214	Pupil voice, class observations did not take place due to COVID. PE leads mapped out curriculum map for each year group and ensured progression and coverage is covered. Class teachers are now more aware and confident of what is being taught over the course of the year. Introduction of Skipping Challenge began in Sept 2020 and paused during school closure in Spring term due to COVID. Restarted when schools re-opened. Children were developing more resilience and stamina; developing skills to skip quickly. Classes were beginning to record number of skips
					Sustainability and suggested next steps: PE leads to begin pupil voice PE leads to promote challenges across the school through assemblies, newsletters and social media.

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<p>To develop and engage physical activity through a range of sporting activities.</p>	<p>Children to develop and increase all round fitness skills. Intra-school competitions through houses.</p> <p>Fitness challenge to start each P.E. lessons. One lesson per half term to focus on multi-skills.</p> <p>Timetable classes (ks2) to use the outdoor Gym/ table tennis.</p> <p>PE leads to look into playground markings that encourage physical activity, in particular ks1.</p> <p>PE leads to provide line markings for sporting activities to encourage physical activity and help develop the children's key skills.</p>	<p>£11,700</p> <p>£934.29</p>	<p>in 2 minutes and promote self-determination.</p> <p>Was unable to promote in whole school assemblies due to COVID but class celebrations took place.</p> <p>Fitness challenge/multi skills lessons began in Autumn term. It was well received from pupils' feedback. They enjoyed the competitiveness within school. Due to school closures during Spring term, it did not continue.</p> <p>Playground markings that encourage physical activity are now in place in the KS1 playground. Children are actively using some of the markings regularly.</p> <p>Line markings for sporting events and activities helped children to develop and progress their skills in a range of physical activities.</p>	<p>PE leads to reinstate the multi skills fitness challenge, one lesson per half term in Autumn term 2021.</p> <p>Encourage staff to get children to use the different activity stations more often.</p> <p>PE leads to research equipment for children to use in the 'road' marking and encourage more physical activity. (tri-cycles, scooters etc.)</p> <p>PE leads to get staff and pupil voice on promoting physical activity markings on the junior playground.</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: 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:
<p>To raise the interest of physical activity within girls.</p> <p>To raise the profile of sports/fitness to all children.</p>	<p>Pupil voice with girls across school to find out which clubs/sports they are keen to do.</p> <p>Increase the interest of participation of girls in physical activity. Following from Pupil voice, look into clubs which engage the girls.</p> <p>P.E. leads to research into Sports Crew to help promote PE and sports. Select children in year 5/6. Initial sports crew training. To promote sports/fitness from peers. Sports Crew are children in years 5 and 6 who support and promote PE/sports across the school. Helps develop their leadership and planning skills and become ambassadors for the school.</p>	<p>£150 for 10 children (sports crew training)</p>	<p>Early pupil voice feedback indicated that girls were keen to take part in competitive team games such as football. Although this was not actioned this year due to COVID.</p> <p>PE leads were in early discussions with surrey representative about sports crew and training. This was postponed and not actioned further due to COVID and school closure.</p>	<p>Girls' football team and after school club to take place in Autumn term 2021.</p> <p>To allow the girls to experience inter school competition and take part in district football leagues.</p> <p>Continue to develop daily mile and skipping challenge across the whole school and promote successes/achievements across the school.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p> <p>2%</p>
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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 ensure teachers are confident in delivering high quality lessons; developing and progressing a range of skills.	<p>Renew P.E. planning scheme. www.peplanning.org.uk</p> <p>Regular conversations with teachers about planning-annotated plans and use of equipment.</p> <p>Ensure all teaching staff are using planning scheme effectively.</p> <p>Curriculum overview, assessment grids and progression maps provided to all teachers at the start of the year</p>	£214.00	Teacher conversations reveal a positive attitude towards the planning scheme. They feel it is an easy to follow guide with good differentiation and progression ideas. Teachers are more confident in assessing children's skills half termly.	<p>PE leads to check every year group have plans in place for each half term and receive any annotated plans, teacher comments on lesson plans.</p> <p>Ensure half termly assessments continues in the new academic year.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

33%

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 improve physical, social, emotional, mental health and well-being of all children.	<p>To introduce bikeability cycling training across a range of year groups.</p> <p>A cycling training course to develop children's confidence, skills and road awareness.</p> <p>To monitor and assess skills prior to</p>	£2,300	Bikeability training did not take place this year due to school closure from COVID-19.	To re-arrange cycling training for the new academic year. Measure impact from training.

<p>To transfer skills across a range of activities.</p>	<p>training and then assess after training programme. Pupil and parent questionnaire.</p>			
<p>To develop team building and communication within sports and activities.</p>	<p>To promote table tennis across ks2. Monitor participation increase. Ensure equipment is available and all year groups across ks2 have opportunities to use resources.</p>		<p>Timetable in place for break times and lunch time usage. Wasn't actioned completely due to school closure.</p>	<p>Arrange class tournaments to promote table tennis. Encourage class teachers to promote use of table tennis. Ensure table tennis tables are being used efficiently.</p>
	<p>To place orienteering markings out across the school playground and field. PE leads to match planning with resources to make it manageable to teach. Check curriculum overviews to ensure outdoor learning is taking place across ks2.</p>		<p>PE leads have ensured that OAA is planned for all years in KS2. OAA activities however did not take place as school closed in January until March due to COVID. In the Summer term, orienteering was planned for and taught across KS2.</p>	<p>Place orienteering marks up around school grounds and ensure OAA is planned in curriculum for KS2. PE lead to promote OAA across school, ensure software programme and activities are available across whole school.</p>
<p>To support the broad range of sports offered to all pupils.</p>	<p>PE to assess current PE equipment and order new stock to help provide and deliver high quality PE lessons to all children.</p>	<p>£1,704.00</p>	<p>PE leads assessed and replaced current equipment with high quality resources. Teachers now have access to resources that have enabled good quality teaching and providing a wider range of sports to all pupils.</p>	<p>PE leads to arrange meeting with activesurrey member to discuss possible memberships to help build a bigger repertoire of PE and sports.</p>
	<p>PE leads to arrange new storage unit to keep high quality equipment safe and dry to make sustainable and ensure support for many years.</p>	<p>£2,225.00</p>	<p>New equipment is now stored in a dry area which is easily accessible to</p>	

			all staff and keeps all equipment at a high standard; to be sustainable and provide children access to range of sports for a long time.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
To provide children with opportunities to compete intra-school and inter-schools. To work with other local schools in the district.	<p>Introduce intra-school multi skills competitions.</p> <p>To promote competitive sport across the school and personal achievements which inspire others to take part in.</p> <p>Provide a written report on events attended and their outcome. The school is able to compete in a variety of events in the local district with other local schools. An opportunity to promote pupil's sporting skills.</p> <p>To promote a wider range of sports in competitive state to the school.</p> <p>To work with other schools in the district to promote and participate in competitive sport.</p> <p>Order trophies, medals etc.</p> <p>To widen the range of events in which the school takes part in. Inter-school competitions e.g. dodgeball, rounders., sports hall athletics.</p> <p>To participate and be introduced in local district events through</p>	<p>£150.00</p> <p>£200.00</p>	<p>Intra-school competitions began this year but stopped temporarily due to COVID-19 school closure in Spring term. Picked up again in Summer term. Helped children build competitiveness within the school community and develop personal achievements.</p> <p>PE leads expressed school interest in wider sporting events across the district at the beginning of the year. Due to COVID and school closures, sporting events did not take place.</p> <p>Sporting events did not take place and therefore orders of trophies etc. were not actioned due to COVID.</p> <p>Due to COVID-19 and school closure in Spring term, inter competitions did not take place.</p>	<p>To continue and build upon intra-school competitions and participate in inter-school competitions.</p> <p>PE Leads to build a higher profile of PE and sport across the school.</p>

	meetings etc. To provide coaches to transport the children to events at other schools			
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