

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

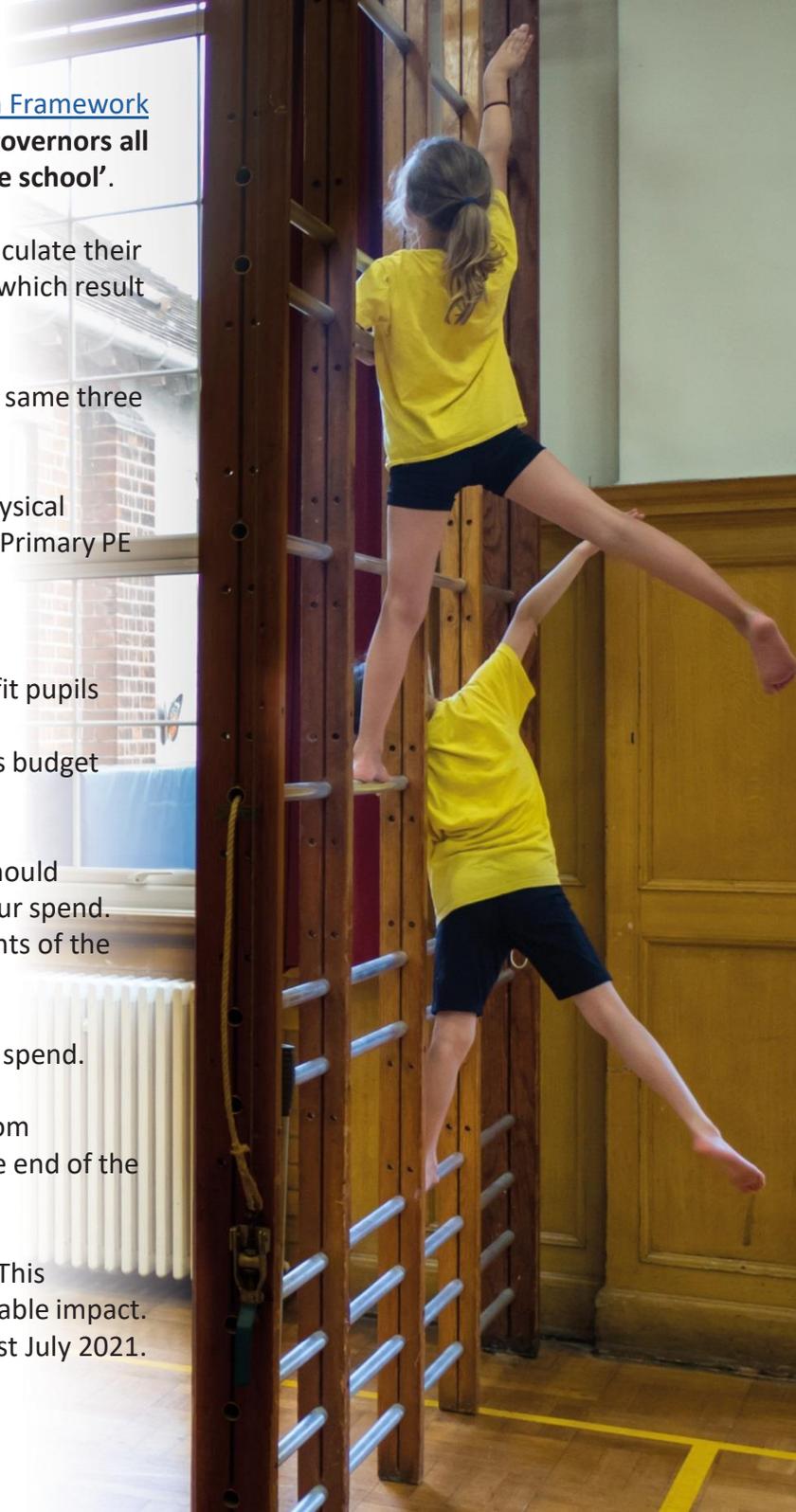
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Focus Areas for September 2020 to July 21:
<ul style="list-style-type: none"> - Provided a range of physical activities throughout lockdown and school closures. - TA's felt more able to support within PE sessions following team teaching and coaching. - Schools were working towards the schools games mark until lockdown and had entered competitions across year groups. - Golden mile personal challenge was embedded within the school. 	<ul style="list-style-type: none"> - Developing provision to focus on areas of learning and PE skills that were disrupted through school closures and lockdowns. - Link across the federation for events. - Teachers to team teach their area of sporting need alongside a PE coach. - Utilise other PE schemes and resources to develop children's physical activity throughout the day. - PE Lead to link with PE teachers across the federation to share expertise and information.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? Yes

East Hoathly

Total amount carried forward from 2019/2020 £6533
+ Total amount for this academic year 2020/2021 £16,740
= Total to be spent by 31st July 2021 £23,272

Chiddingly

Total amount carried forward from 2019/2020 £5229
+ Total amount for this academic year 2020/2021 £16,820
= Total to be spent by 31st July 2021 £22049

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 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.	EH 83%	Chiddingly 83%
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. Please see note above.	83%	66%
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.	83%	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%	83%
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?	No	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		Date Updated: 2/7/21	
<p>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</p>			
Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>To provide more opportunities for physical activity within the school day.</p> <p>Trail different brain break/physical activity tools such as 5 A Day.</p> <p>All children to take part in golden mile challenges across the week.</p> <p>Provide new equipment for the children to access at various points across the school day.</p>	<p>Sports lead, X1 KS2 staff and X1 EYFS staff to attend Boing Training session.</p> <p>All teachers across the federation shared login details to trial.</p> <p>Children to improve their weekly/termly laps from their golden mile/runs. Tracking this as a whole school to see the journey.</p> <p>Research and look into permanent outdoor equipment. Gather quotes and site visits to enable equipment to be purchased.</p> <p>Look into ground surfacing to ensure this can be used all year round.</p> <p>Order updated PE equipment for summer sports/striking and fielding.</p>	<p>£100 each school</p> <p>'Free'</p> <p>Included within costings below.</p> <p>£9000 EH</p> <p>£7000 Chidd</p> <p>£500 Chidd</p> <p>£500 EH</p>	<p>Members of staff have a wider bank of activities they can draw upon throughout the day within their classes.</p> <p>Quote form member of staff within the federation</p> <p><i>"I used this last week when teaching EYFS and Year 1/2 and found it fab! Also Year 3/4 love the French one and it's a brilliant way to give them a break from sitting but still doing French - thank you"</i></p> <p>Intended Impact – Children will use equipment during play/lunch, in sensory session and small groups and increase their physical movement.</p> <p><i>Equipment will be installed during the holidays following delays with quotes and provider availability.</i></p>
			<p>Sustainability and suggested next steps:</p> <p>Look into using any carry over funding to fund this for across the school next year.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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 profile of physical activity within the whole school community, including with staff and parents.</p> <p>PE Lead and Teams plan for key events across the year, including sports day.</p> <p>Curriculum provides opportunities for children to learn about and understand why physical activity is important.</p>	<p>Sharing successes and celebrations within the newsletter. Showing parents how we value sporting achievements and effort using the school games ethos.</p> <p>During lockdown, whole school, federation and class based challenges were set for the pupils and their families.</p> <p>PE Lead to review curriculum areas and link with teachers where appropriate.</p>	<p>See below (included across other costs)</p> <p>Staff release time to enable this.</p>	<p>Newsletter shows achievements and encourages others to take part.</p> <p>Families were emailing miles in weekly and a total mileage distance from school to Malawi was completed.</p> <p>Pupils are excited and motivated to take part in physical activity for leisure and for personal challenge.</p> <p>PE Coach & Staff shared and developed a variety of ways to encourage children to be active during lockdown, including daily and weekly challenges via video an newsletter and other platforms using everyday resources and spaces.</p> <p>Pupils are able to talk about the importance of physical activity. <i>"Physical activity is good for your mental health it helps you think things through and make you feel calmer/ Being outside gives you fresh air which helps you be healthy and its really FUN!" P- Yr 5</i></p>	<p>To raise the profile of physical activity within the whole school community, including with staff and parents.</p> <p>PE Lead and Teams plan for key events across the year, including sports day.</p> <p>Curriculum provides opportunities for children to learn about and understand why physical activity is important.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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>Staff to engage in areas of CPD in a range of ways.</p> <p>Staff to identify their personal areas of need.</p> <p>PE Lead to support key areas of need and sign post to training or resources for teaching. PE Lead to lead training for all staff on PE top tips.</p>	<p>Linked with school governor who will be part of developing PE. Attend team teaching sessions with sports coaches, training sessions.</p> <p>Sports lead and other staff attend training through boing – see above. Regular email updates and information from SGO and Active Sussex.</p> <p>PE Lead led training for all federation staff, with input from all coaching teams across the schools.</p>	<p>£10,925 EH £10,925 Chidd</p> <p>£100</p>	<p>Staff feedback positive – Using top tips within additional KS2 sessions.</p> <p>Comments from a teacher “Thinking about the acronym STEP has helped differentiation within my teaching”.</p>	Staff to share training and information with wider staff team and review approach.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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 offer more opportunities to all pupils.</p> <p>To plan in key events to ensure all children can take part. Pupils have access to physical activity without barriers.</p> <p>To provide opportunities and clubs that children can access without the need for personal funds.</p> <p>To deploy dedicated sports coach to offer different areas of the support curriculum.</p>	<p>Offer and provide a wide range of activities within the curriculum and curriculum days.</p> <p>Workshops for pupils and visitors linked to different sports. Develop the range of after school clubs we offer and for different ages.</p> <p>Offer lunch time clubs / sessions with a focus on pupils less likely to take part in additional PE and sport opportunities.</p>		<p>Virtual Sports Challenges and sports day were held and sent home weekly during school closure.</p> <p>Travel to Malawi challenge during lockdown encompassed a range of skills, walking/running/cycling/scooting to get children & families active in a range of ways.</p> <p>Postponed due to COVID and will be rearranged next year.</p>	
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Key indicator 5: Increased participation in competitive sport

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 offer more opportunities to all pupils.</p> <p>To plan in key events to ensure all children can take part.</p> <p>Pupils have access to physical activity without barriers.</p> <p>Funded sports clubs for different bubbles in school hours and after school.</p>	<p>Inter school go karting competitions.</p> <p>Link with SGO in local area to find out about events that are being run and organised.</p> <p>-Virtual cross country competitions attended.</p>	Included within costs above.	<p>Pupils have engaged well with the competitions we have been able to attend.</p> <p>Virtual Cross Country Results;</p> <ul style="list-style-type: none"> • With 2 girls from EH in the top 25 for girls, • 1 boy just missed the 25 and came 26th for EH. • 7 girls from Chidd in the top 25 for girls, • 10 boys from Chidd in the top 25 for boys. <p>This also shows impact from the children's weekly mile.</p>	<p>Continue to link with SGO around local events.</p> <p>Develop further in federation events.</p>

Signed off by	
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Date:	
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Date:	02/07/21
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Date:	