

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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.

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| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
| <p>East Hoathly and Chiddingly both got Bronze School Games Mark Awards.</p> <p>Outside visitor linked to sports coaching commented on the high level of pupil progress and engagement within session.</p> <p>Development of sports boards within school.</p> <p>Family fun run organised by East Hoathly PFTA and members from both school communities attended.</p> <p>Tracking system developed alongside the whole school.</p> <p>Drop in observations show higher levels of engagement and Learning.</p> | <p>Develop and gain Silver School Games Award</p> <p>CPD For Teachers and NQT's across the schools.</p> <p>Embedding of Golden mile, personal challenges and sports crews/leaders.</p> |

| Meeting national curriculum requirements for swimming and water safety. | East Hoathly | Chiddingly |
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| <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> | 71% | 70% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 71% | 70% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 71 % | 70% |
| <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 | |

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| Academic Year: 2019/20 | Total fund allocated: East Hoathly - £16,848 Chiddingly - £16,852 | Date Updated: 24/6/20 | | |
| 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 | | | | |
| 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 more opportunities for physical activity within the school day. To develop and embed sports leaders/crew to organise activities at playtime and lunchtime. To ensure resources are available. | Development and embedding of the golden minute challenge weekly. Displays of pupil improvement Personal challenge linked to the road to the Olympics – Encouraging pupils to be more active and run throughout the day. Audit and order appropriate resources. | £5000 (£2.500 per school) £800 | Pupils are taking part in more activity. Their fitness levels have improved and they are able to sustain a longer period of exercise. Pupils can utilise resources in session without having to share, therefore are more active. | Continue to implement the 10 minute challenge. Encourage a bank of resources for teaching staff to use throughout their day to increase active sessions in learning and brain breaks. |

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| 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: |
| To raise the profile of physical activity within the whole school community, including with staff and parents. | Involve parents in regular updates linked to challenges within school. | £600 | Pupils are excited and motivated to take part in physical activity for leisure and for personal | Continue to develop sharing of personal and community based challenges links to physical |

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| <p>Pupils should be aware of the importance of physical activity.</p> <p>Staff can model and support the sharing of healthy lifestyles in school.</p> | <p>Keep physical activity high profile within the curriculum and timetable.</p> <p>During school closure / lockdown – share virtual and weekly sporting challenges.</p> <p>Take part in competitions within school and cross school.</p> | | <p>challenge.</p> <p>Pupils are able to talk about the importance of physical activity and healthy lifestyles</p> <p>“Stretching helps your muscles say healthy” Yr 2 Pupil</p> <p>“If you have a good diet it helps your teeth and body” YR 6 Pupil</p> | <p>activity within school.</p> <p>Link with partner school to take part in more sporting competitions and events such as a family fun run.</p> |
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| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | | | | |
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| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <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>Sustainability and suggested next steps:</p> |
| <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.</p> <p>PE Lead to develop schemes of work and planning around key areas of need.</p> <p>Staff have tools and support networks</p> | <p>Linked with school governor who will be part of developing PE. Sports attend training & staffing alongside this.</p> <p>Regular email updates and information from SGO and Active Sussex</p> <p>Local sports coaches invited in to take part in assemblies and workshops – staff to utilise these as CPD opportunities around skill development.</p> | <p>£285 for each school</p> <p>EH - £6375 Chidd - £9,775</p> <p>£200 for each school</p> | <p>Staffs have a bank of resources they are able to draw upon.</p> <p>Staffs have knowledge of Gymnastic developments and safety following observations during workshops.</p> <p>2 TA’s developed awareness of supporting PE sessions and are more confident during these.</p> <p>Training sessions postponed due to school closure.</p> | <p>Training for staff across the federation during staff meetings.</p> <p>To utilise videos created by sports coach during lockdown to review the breakdown of key skills in smaller steps.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
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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: |
| <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>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 curriculum.</p> | <p>Offer and provide a wide range of activities within the curriculum and curriculum days including gymnastics and dance.</p> <p>Workshops for pupils and visitors linked to different sports.</p> <p>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>£200 for each school</p> <p>EH - £2660</p> <p>CHIDD - £2850</p> | <p>Pupils have experienced a variety of sports.</p> <p>Virtual school games promoted different sporting events and skills.</p> <p>School Games mark in process and will continue to be developed next year.</p> | <p>Apply for the school games mark.</p> <p>Develop further links with the school community to offer more sporting workshops and activities or clubs.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | |
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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: |
| <p>To develop sporting leaders to run events.</p> <p>To gain the school games mark award for attending competitions and events.</p> <p>To develop personal challenges.</p> <p>Competitive sport to be seen as a positive experience.</p> <p>Pupils will develop good sportsmanship awareness.</p> | <p>PE Lead and Sports crew to attend training sessions.</p> <p>Links for PE teacher and PE lead across the federation.</p> <p>School to aim towards the school games mark award and enter more competitions, both in school level and cross county. Attendance at sporting events – staff to have cover</p> <p>Celebration assembly weekly celebrates pupil achievements in clubs, events and outside of school.</p> <p>Weekly newsletter to include sports updates and celebrations.</p> <p>Development of virtual sports day during school closure and following the virtual school games.</p> | <p>£100</p> <p>£200 each school</p> <p>£185 each school</p> | <p>Pupils were beginning to engage more in competitions within school, personal challenges and attended outside competitions.</p> <p>EH – Attended Sporting competitions across the federation and local area including swimming and football.</p> <p>Chiddingly – Began to develop inter competitions within school.</p> <p>Virtual Sports Challenges and sports day were held and sent home weekly during school closure.</p> <p>Pupils are actively sharing successes in a range of ways and promoting the involvement in competitions.</p> | <p>To review provision within school for competitive sports events.</p> <p>To attend further competitions which were cancelled due to school closures and lockdown.</p> <p>To develop further federation competition events.</p> |

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| Signed off by | |
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| Date: | |