

# 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](https://www.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 **31<sup>st</sup> 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"> <li>- Provided a range of physical activities throughout lockdown and school closures.</li> <li>- TA's felt more able to support within PE sessions following team teaching and coaching.</li> <li>- Schools were working towards the schools games mark until lockdown and had entered competitions across year groups.</li> <li>- Golden mile personal challenge was embedded within the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing provision to focus on areas of learning and PE skills that were disrupted through school closures and lockdowns.</li> <li>- Link across the federation for events.</li> <li>- Teachers to team teach their area of sporting need alongside a PE coach.</li> <li>- Utilise other PE schemes and resources to develop children's physical activity throughout the day.</li> <li>- PE Lead to link with PE teachers across the federation to share expertise and information.</li> </ul>

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

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020      £470**  
**+ Total amount for this academic year 2020/2021   £16,800**  
**= Total to be spent by 31st July 2021                      £17,270**

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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><b>N.B.</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.</p> <p>Please see note above.</p>	90%
<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>	80%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	50%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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		Date Updated: 2/7/21		
<b>Key indicator 1:</b> 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				
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.	Sports lead, X1 KS2 staff and X1 EYFS staff from across the federation to attend Boing Training session.	£100	Members of staff have a wider bank of activities they can draw upon throughout the day within their classes.	Look into using any carry over funding to fund this for across the school & federation next year.
Trail different brain break/physical activity tools such as 5 A Day.	All teachers across the federation shared login details to trial.	‘Free’	Quote from member of staff within the federation “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”	
To provide a surface that enables pupils to take part in a range of sporting activities year round.	Astro turf surface put in place on the school to ensure that all children are able to use the whole playground for the whole year – previously large parts of the playground were grassy banks	£7500	“We can use the whole playground, even when it rains with the new ‘grass’” “We can practise our gymnastics skills now without getting all muddy”	

	meaning in poor weather, the space they had was reduced by around 30%.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
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.</p> <p>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 &amp; 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>"Keeping fit and doing the 10-minute challenge helps keep our hearts healthy"</i></p>	<p>Continue this focus across next year as many events disrupted by COVID/Bubbles and closure.</p>

			<i>"Doing lots of exercise means we stay healthy and it helps keep your brain busy and can calm you down"</i>	
--	--	--	---	--

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:
Staff to engage in areas of CPD in a range of ways.  Staff to identify their personal areas of need.  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.	Linked with school governor who will be part of developing PE. Attend team teaching sessions with sports coaches.  Sports lead and other staff attend training through boing – see above. Regular email updates and information from SGO and Active Sussex.  PE Lead led training for all federation staff, with input from all coaching teams across the schools.	£7,500       £100	       Staff feedback positive – Using top tips within additional KS2 sessions.	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:	
Provide new equipment for the children to access at various points across the school day.	Research and look into permanent outdoor equipment. Gather quotes and order.	£600 Table tennis  £180 Variety of balls.	<i>"I love doing tennis table tournaments with other schools when we're allowed to do that again!"</i> <i>"The table tennis table gives me something to do and I can play with different people in the school – not just the people in my class"</i>		Continue to review sports equipment and need. Look into sports related fund raising events to be sustainable.	



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:
<p>To gain the school games mark award for attending competitions and events.</p> <p>To develop personal challenges. To link with local EIP to take part in sporting events.</p> <p>PE Lead and Sports crew to attend training sessions. 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.</p> <p>Celebration assembly weekly celebrates pupil achievements in clubs, events and outside of school. Weekly newsletter to include sports updates and celebrations.</p> <p>Development of sports day using bubble systems.</p>	£269	<p>At start of the year School games mark was changed and a reflection tool used instead. Action plans developed from this.</p> <p>In school events have been hosted such as sports day, Malawi challenge and 'Travel to Tokyo' for the Olympics. Each class had an Olympic circle which was split into 'miles' chunks. The classes (and staff) competed to run the distance to Tokyo doing the '10 minute challenge'</p> <p><i>"We made it to Tokyo in time for the Olympics! It was a whole school effort to 'run' our way there in time for the opening ceremony – even if it was a year later than we planned!"</i></p> <p><i>"It was great to work as a team to encourage each other and my score went up each time I did it!"</i></p>	Continue to focus on competition areas across federation due to COVID challenges.

Signed off by

Head Teacher:	B.Hare
Date:	14 <sup>th</sup> July 2021
Subject Leader:	S.Denney
Date:	02/07/21
Governor:	A.Brundle
Date:	