

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p> <ul style="list-style-type: none"> • Sports coach 1 x weekly to lead PE lessons • Sports Crew trained and run lunchtime activities for all year groups • Range of playground equipment/balls purchased for all year groups to access. • Outdoor learning now being taught across the school, children having opportunities to play teambuilding games and undertake in outdoor and adventurous activities on a regular basis. This includes the use of tools to help with hand eye coordination and motor skills essential for range of sports. <p>Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • Sports Crew Training • Greater number of sporting events have been attended for Key Stage 1 and 2 including years 3 and 4 whereas it's often been just years 5&6 • Half termly Sports Newsletter has celebrated participation and achievement in sports. <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • CPD through internal on site coaching, all classes have had sessions led by a coach each term so all teachers have experienced CPD this way. (Dance, Netball, Gymnastics, Golf, Athletics, Cricket through MSA coaches, Premier Sports have delivered Multiskills, Hockey, Tag Rugby, Football) • CPD through Mid Sussex Active courses (Dance, OAA, leadership courses) 	<ol style="list-style-type: none"> <ul style="list-style-type: none"> • Training of new Sports Crew and develop a system to help them continue with their roles throughout the year. • Develop a system to monitor all pupils physical activity across the school • Regular stock take of PE equipment to ensure it is sufficient quality and quantity and top up when needed. <ul style="list-style-type: none"> • Half-termly sports letter informing the children and parents of the upcoming events as well as celebrating their achievements in previous events. <ul style="list-style-type: none"> • Create a skills audit to help find out what every teacher would like to develop when working with the sport coaches who are supporting them. • The East Grinstead Active is not running this year so there will not be any coaches organised for us therefore we will need to organise our own coaches to help with the CPD of teachers. Every teacher to receive at least 2 CPD opportunities a year. • Encourage teachers to attend external PE courses based on their skills audit. <ul style="list-style-type: none"> • Increase the number of extra-curricular and lunchtime activities on offer from 3 a term to 5. • Increase the amount of children attending the clubs. From 75% to 80% • Add extra clubs or training sessions which prepare children for the local events and competitions. • Aim to increase the amount of intra school competitions from 5 to 7. • Increase the amount off PP children attending clubs

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Clubs being attended by 72% of the pupils • 19 inter school sport competitions attended • 5 intra school competitions • 100% of children participated in at least 1 intra school competition • Gold award for Sainsbury's School Games. • Monitoring for the first time of Pupil Premium (disadvantaged) children attending clubs <p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> • Attended competitive competitions through MSA for 19 events • 100% of children took part in at least one intra-sport competition • 75% of children took part in an inter sport competition. • Monitoring for the first time of Pupil Premium (disadvantaged) children attending competitive sports 	<p><u>Clubs</u></p> <p>75% on Non-PP children have attended a club 50% of PP children have attended an event Decrease the gap from 25% to 10%.</p> <p><u>5.</u></p> <p><u>Increase the amount of PP children attending sporting events</u></p> <p><u>Events</u></p> <p>73% on Non-PP children have attended an event. 62% of PP children have attended an event Decrease the gap from 21% to 10%</p>
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Meeting national curriculum requirements for swimming and water safety.	
<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>	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p>
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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.

Please note, some of our implementation will be provided by Mid-Sussex Active. They offer a range of services to the school to help develop the Sport and PE provision provided. This includes CPD opportunities for teachers and subject leaders, participation in inter school competitions with clear pathways, continued guidance for subject leaders.

Our school has paid Mid-Sussex Active **£7,200** for their services. On our budget report, we will write Mid-Sussex Active when one of our implementations has used their services.

Academic Year: 2019/20	Total fund allocated: £19,560	Date Updated: 4.4.2020	
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?:
100% of children participating in 30 minutes of good quality physical activity per day.	Monitoring system to record how much physical exercise pupils are participating in per day.	Leadership time Supply cost: £101	All classes participated in at least two hours of PE per week.
100% of children being aware of how to live a healthy lifestyle (healthy eating and exercise).	Sports Crew to attend a training course held by Mid-Sussex Active. Sports crew to deliver daily physical	Mid-Sussex Active Supply for	Sports Crew attended the Sports Crew training and delivered daily physical activities for pupils. Attendance of 40% of pupils
			Sustainability and suggested next steps: Have a look at creating a Daily Mile track so every class can go and complete the Daily Mile every day. More Sports Crew next year so they can offer more activities every day.

	activities at lunch times for all pupils. Sports Crew to record which pupils are participating in the activities and encourage pupils who event to participate Half-termly assemblies about the healthy eating. Healthy eating displays around the school	teacher attending training £101	participated in the lunchtime activities on offer. It was observed that approximately 50% of the children not participating in these activities was because they were participating in other physical activities.	Look into lunchtime club for least active pupils running once a week. Have an outside agency deliver a healthy eating workshop for all year groups.
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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:
Subject Leader is new to the role so will need extra support to continue the work already achieved by the school and feel confident to develop the school further.	Subject Leader to attend subject leadership courses. <ul style="list-style-type: none"> - X 2 East Grinstead local area meetings (one cancelled due to school closures) - PE and the New Ofsted Framework Workshop. - Effective Reporting of the PE & Sport Premium Workshop Information (cancelled due to school closure) - Support Teacher & Teacher of School Swimming CPD (cancelled 	All courses supplied by Mid-Sussex Active Supply cost for Attending the meetings: £303	Subject Leader score at the start of the year 1 out of 5 confidence (5 being highly confident) Subject Leader score at the end of the year 3 out of 5 confidence	

	<p>due to school closure)</p> <p>Audit for subject leader on their confidence to be taken before and after the courses.</p> <p>Half-termly PESSPA newsletters to parents and pupil</p>	<p>No additional costs</p>		
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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:
100% of teacher to feel more confident to teach all areas of the PE curriculum.	<p>Teachers to complete a skills audit so subject leaders are aware of the areas for CPD.</p> <p>Teachers to work with Game-Strong coach - focusing on their area of development (highlighted by themselves). Teachers to receive at least two half-termly slots for the year/</p> <p>Teachers to work with yoga instructors</p> <p>Teachers to go on external courses based on their skills audit</p>	<p>No cost</p> <p>£3,740</p> <p>£1,440</p> <p>Mid-Sussex Active money</p>	<p>100% of teachers believed the coaches helped them develop their skills and knowledge in the area they were focusing on. 80% of the staff feel they subsequently used what they learnt in their PE teaching since.</p> <p>100% of teachers saw the benefit of yoga for their class</p> <p>56% felt confident to apply these skills and knowledge.</p> <p>1 teacher went on a PE CPD course.</p> <p>100% found the course useful and feel they have applied some of what they learnt in their class practice</p>	<p>When confident, teachers to team teach with the sports coaches so they can apply what they have learnt and gain feedback.</p> <p>Lesson droppings so teachers can get feedback on their PE teaching – focusing on their knowledge/skills they wanted to improve (Supply money).</p>

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><i>Pupils to understand there are a range of physical exercise they want to participate in.</i></p> <p><i>Pupils to find an activity they want to continue to participate in the future.</i></p> <p><i>Increase the amount of clubs</i></p> <p><i>Increase the amount of pupils attending clubs</i></p> <p><i>Increase the amount of pupils attending inter sport competitions</i></p>	<p>School teachers to offer 2 sport clubs a term</p> <p>Every pupil to receive 3 to 4 sessions of yoga for the year delivered by a Yoga instructor.</p> <p>Activities from Sport coaches for the children to participate in during school closures</p> <p>Replenish and buy new equipment to enhance opportunities for all children. e.g. netball posts</p>	<p>See above</p> <p>Money as part of Game Strong (see above)</p> <p>£3,038</p>	<p>100% of teachers saw the benefit of yoga for their class</p> <p>100% developed their understanding and skills of yoga</p> <p>56% felt confident to apply these skills and knowledge.</p>	<p>Develop more opportunities for all classes to receive more sports and physical activities. (archery, new age curling, boccia etc.)</p>

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>Pupils to participate in intra school competition. Increase from 5 to 7.</p> <p>Maintain or increase in the amount inter sport competitions from last year (19 competitions)</p> <p>More pupils participate in inter school competition -from 65% to 75%.</p> <p>School to be more competitive in more sports.</p>	<p>Golf coach to prepare Year 4 children for East Grinstead Golf Festival (6 sessions)</p> <p>Rugby coach to help prepare year group for East Grinstead competition</p> <p>Supply cost for teachers attending inter school sport competitions during school hours.</p> <p>Sign up to more inter school competitions</p> <p>Enter the virtual Susses Schools games weekly competitions during school closures.</p>	<p>£420</p> <p>£280</p> <p>£202</p> <p>Mid-Sussex Active</p> <p>Mid-Sussex Active</p>	<p>Children excited and prepared to participate in Golf Festival – Pupil Quote: “I really enjoyed the golf lessons. I am excited about participating in the Golf tournament.”</p> <p>Unfortunately the Golf festival was cancelled due to school closure.</p> <p>Amount of PE competitions entered was maintained (From September to March).</p> <p>Intra sport competitions (were on track to increase the amount of intra sport competitions). Children took part in the Virtual School Games instead.</p>	<p>Participate in more festivals where the amount of pupils entering does not matter.</p> <p>Increase the amount of intra school sport competitions</p>

Money Spent:
£16,825

Due to the unforeseeable substantial school closure, we decided to keep some of the money with have left for next academic year.

Money left:

£2,735

Signed off by	
Head Teacher:	Claire Spencer
Date:	01.07.2020
Subject Leader:	Trevor Barrett
Date:	1.07.2020
Governor:	Liz Woodward
Date:	01.07.2020