

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 **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:	Areas for further improvement and baseline evidence of need:
<p>Key indicator 1: 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 for one year group per half-term 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 for 12 Year 5 children 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 Termly Sports Newsletter has celebrated participation and achievement in sports. Monitoring for the first time of Pupil Premium (disadvantaged) children attending clubs and being involved in intra and inter sport competitions <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 	<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. Regular stock take of PE equipment to ensure it is sufficient quality and quantity and top up when needed. Run lunchtime clubs <ul style="list-style-type: none"> Increase the participation of children participating in the virtual inter-sport competitions aim – 80%. 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"> Continue to use Games Strong to work alongside the class teachers at least twice a year for every teacher. Continue skills audit to help find out what every teacher would like to develop when working with the sport coaches who are supporting them. Additional coaches employed to work with teachers for specific skills. Encourage teachers to attend external PE courses based on their skills audit. <ul style="list-style-type: none"> Ensure each bubble has an after-school sports club on offer. Due to school running clubs in the only summer-term (due to risk assessment), more clubs to be offered during the summer term than

<p>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)</p> <ul style="list-style-type: none"> • CPD through Mid Sussex Active courses (Dance, OAA, leadership courses) <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 • 6 inter school sport competitions attended – weekly Virtual inter sport competitions offered to every child during remote learning. • 5 intra school competitions • 100% of children participated in at least 1 intra school competition <p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> • Attended competitive competitions through MSA for 6 sports plus weekly virtual competitions during remote learning. • 100% of children took part in at least one intra-sport competition • 60% of children took part in an inter sport competition. • B teams for netball and football. 	<p>normal.</p> <ul style="list-style-type: none"> • Intra sport competitions to happen in the ‘bubbles’. Games Strong to run these at the end of their teaching block for every year club due to the changes made for lunch times due to the risk assessments. • Continue tracking of Disadvantaged children participating in clubs. Provide free clubs which children can attend as well as offer financial support for disadvantaged children who wish to attend clubs which have a cost. • Continue tracking the amount of Disadvantaged participating in intra and inter school competitions by effective tracking, providing more events and encouraging them to participating in events. - Provide virtual inter-school competitions with other schools in the local area.
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Total amount carried over from 2019/20

+ Total amount carried over from 2020/21

= Total carry over to 2021/22

Meeting national curriculum requirements for swimming and water safety.	
<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>	78%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>92%</p> <p>Safe self-rescue was taught to them in Year 3 when they went swimming and then they watched videos about safe self-rescue in Year 6.</p>
<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.

*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 £3,600 for their services. On our budget report, we will write Mid-Sussex Active when one of our implementations has used their services.

To secure the legacy of Mid-Sussex Active the school have paid £6,000 to secure their services for the next two years (2021/22 to 2022/23).

**Our school has paid Games Strong £4,185. This includes CPD opportunities for teachers. On our budget report, we will write Games Strong when one of our implementations has used their services.

Academic Year: 2020/21	Total fund allocated: £19,600	Date Updated:	
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			
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>100% of children participating in 30 minutes of good quality physical activity per day.</p> <p>100% of children being aware of how to live a healthy lifestyle (healthy eating and exercise).</p>	<p>Monitoring system to record how much physical exercise pupils are participating in per day.</p> <p>All bubbles to be offered at least one physical active club during the summer term.</p> <p>Assemblies to be delivered about how to live a healthy lifestyle.</p>	Mid-Sussex Active	<p>All classes participated in at least two hours of PE per week.</p> <p>Termly assemblies about healthy living delivered.</p> <p>Sports Crew wasn't as effective this year due to Year Group bubbles. If bubbles happens again, more money will be spent on training up Sports Crew from every year group.</p>	<p>Have an outside agency deliver a healthy eating workshop for all year groups.</p> <p>Setting up lunch time clubs again when bubbles are removed to ensure there are plenty of opportunities every days for children to be physically active.</p> <p>More Sports Crew members to be trained so there are daily activities for children to participate in every lunchtime.</p> <p>Physical activity week where children participate in regular exercise and receive information about living a healthy lifestyle.</p> <p>Look into running a Daily Mile sessions for every year group.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				
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:

Continue to develop confidence of the Subject leader	<p>Subject Leader to attend subject leadership courses.</p> <p>Audit for subject leader on their confidence to be taken before and after the courses.</p> <p>Affiliation to the AFPE</p>	<p>Mid-Sussex Active</p> <p>Supply cost for subject leader to attend courses</p>		<p>Subject Leader – Use the PE Premium for subject leadership time.</p> <p>Each Year Group to have two PE Ambassadors (2 children) to meet termly to put together a PE newsletter. This to be lead by the Sports Coordinator.</p> <p>Ambassadors to contribute to the PESSPA notice board</p> <p>Look to expend links with AfPE and look at their quality provider kite mark.</p> <p>Use of a Twitter to raise profile of sporting achievements</p>
To raise profile of PESSPA within the school community (staff, pupils and parents).	<p>Termly PESSPA newsletters to parents and pupil, Weekly assembly announcements, PESSPA notice board updated termly</p> <p>DJ to attend Sports Day to make it a more remarkable experience for the children even though parents can't attend.</p>	<p>£200</p>	<p>Termly PESSPA newsletters to parents and pupil, Weekly assembly announcements, PESSPA notice board updated termly</p> <p>Teacher comment, "It was obvious that the DJ made it extra special for the children. He was good at cheering them on which was important as parents were not able to attend."</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:
100% of teacher to feel more confident to teach all areas of the PE curriculum.	Teachers to work with Game Strong coaches - focusing on their area of development (highlighted by themselves). Teachers to receive at least one half-termly slots.	Game Strong package	100% of teachers believed the coaches helped them develop their skills and knowledge in the area they were focusing on.	When confident, teachers to team teach with the sports coaches so they can apply what they have learnt and gain feedback. Lesson drop-ins so teachers can get feedback on their PE teaching (supply money) and identify areas for support.
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>Every child to have the opportunity to attend a sports club</i></p> <p><i>Increase the amount of pupils attending clubs</i></p> <p><i>Increase the amounts of sports we can offer during PE sessions/clubs</i></p>	<p>A physical active club to be run for every Year group bubble children to attend. (8 physical active clubs were run during the summer term).</p> <p>Disadvantaged children paid to attend a football club run by an outside agency at school.</p> <p>Golf – Year 4 to have a golf coach come in and deliver 6 sessions to introduce them to a new sport.</p> <p>New Equipment bought so new sports can be taught (e.g.new equipment for Early Years) as well as replenishing equipment so sports already on offer can be continued.</p> <p>To increase outdoor adventurous learning at the school, staff member to attend an outdoor first aid course</p>	<p>Free</p> <p>£30</p> <p>£480</p> <p>£830.85</p> <p>£150</p>	<p>Every child was able to attend a physical active club during the summer term if they wished.</p> <p>*Due to risk assessment the school was only allowed to offer sport clubs during the summer term.</p> <p>100% of the children said that they enjoyed the golf sessions and would like to continue playing it. 100% thought they improved on their skills.</p>	<p>More physical active clubs to be offered to all year groups.</p> <p>Carry out a survey for all year groups to which clubs children wish to attend. Focus on the children who do not attend physical active clubs.</p> <p>Paying for disadvantaged children to attend physical active clubs that require payment.</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>Pupils to participate in intra school competition during the current restrictions.</p> <p>Pupils to participate in virtual inter sport competitions against other schools.</p>	<p>Game Strong to deliver intra school sports competition at the end of the block they taught for each class.</p> <p>Secondary school teachers to come in to help run virtual competitions.</p> <ul style="list-style-type: none"> - Signed up for 2 virtual inter sport competitions. <p>During remote learning, 1 virtual inter sports competition was on offer every week</p>	<p>Game Strong package</p> <p>Mid-Sussex Package</p>	<p>Every year Group had at least 2 different intra sport competitions throughout the year (one included Sports Day).</p> <p>100% of children participated in at least 1 intra sport competition.</p> <p>100% children participated in at least 1 virtual inter sport competition.</p> <p>Remote Learning virtual activities weren't well participated in despite letters sent to parents as well as videos sent out about it to encourage them. Feedback was that the children didn't have the space to do the activities, they did the activities but didn't upload the results or they weren't interested doing it on their own.</p>	<p>Participate in more festivals where the amount of pupils entering does not matter.</p> <p>Run more B teams when there is an opportunity.</p> <p>Increase the amount of intra school sport competitions. Teachers to run at least one a year as well as Game Strong.</p>

Total Spend: 15,275.85

*Left from budget: £4,324.15

The money left over is budgeted to go towards increasing participation of all children in physical activities to ensure they participate in at least 30 minutes a day. This includes contributions to clubs, paying for training of staff and child leaders (Sports Crew) to deliver daily lunchtime daily activities. Also, to pay for new physical exercises to be introduced such as yoga, orienteering, other outdoor adventure activities etc.

Signed off by	
Head Teacher:	Claire Spencer
Date:	28.7.21
Subject Leader:	Trevor Barrett
Date:	27.6.21
Governor:	Lizzie Woodward
Date:	28.7.21