



Commissioned by



Department
for Education

Created by



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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 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. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidence of 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17510
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6185
Total amount allocated for 2021/22	£ 17590
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23775

Swimming Data

Please report on your Swimming Data below.

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 then 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	
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 2020. Please see note above	82%
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	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	64%
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?	Yes/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	Total fund allocated:	Date Updated: 23/01/2023		Percentage of total allocation:
Key indicator 1: The engagement of all 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				13%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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: All children to be engaged in physical activity daily. Children to have access to a range of sports which suit their interest and physical needs.	Make sure your actions to achieve are linked to your intentions: Update the school PE policy Year 5 to trail the daily mile. Audit whole-school planning to ensure: evidences progression of P.E. skills across the school & sport mapping to accommodate fixtures ensuring suitable coaching prior to competitions. Maintain the level of PE teaching within the school.	£3107.71	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Planning and timetabling shows a range of sporting activities offered to all pupils. New LTP utilising Get Set 4 PE covering a wider range of sports and better whole-school progression. All KS2 children have been provided with 2 hours of physical education p/w (within the curriculum only); and have had extracurricular provision in addition to this. The children are more active at playtimes and behaviour improved as they were playing more structured games.	This was successful but the dates change each year so this will need reviewing annually. While this improved activity levels at playtimes in the short term, it will need renewing regularly as the equipment doesn't last. Sports Leaders have engaged in active lunchtimes throughout the year for EYFS and KS1. Next year, look at how this can be used in KS2 as well to encourage more sports specific play.

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Raise awareness of importance of kick-starting healthy active lifestyles through Healthy Schools Week.	Children will be more aware of the importance of healthy, active lifestyles. Train Year 5s in Summer term as Sports Leaders so they are ready for Year 6 and can encourage active play at break times. Send out a parent survey to monitor 30 minutes up take.	Of 62 responses (out of a possible 99 of junior children) from Active minutes, 82% of parents say their child participates in 30 minutes (or more) of physical activity beyond school.	Sports Week went ahead with a focus on active lifestyles however, next year I would like to include more emphasis on 'healthy' too.
Track the 30 minutes up take (or not) beyond school.		WIDER IMPACT AS A RESULT OF ABOVE - Pupils are more active in PE lessons – take part without stopping to rest. - Attitudes to learning improved – better concentration in lessons.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:			6%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Friday assembly every week ensuring the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to be involved.	Achievements celebrated in assembly (match results and notable achievements in lessons etc.)	A large proportion of children are recognised in assemblies throughout the year.	The SLT have seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport premium is discontinued. This is ongoing and will continue to remain a focus next year.
School games promoted to the parents and local community fortnightly.	Regular updates sent to parents via Up to the Minute, the school website and Facebook.	The UTTM (Up to the Minute) that goes out weekly & Facebook keeps parents informed with upcoming dates as well as sports reports.	
Create a notice board in the corridor to raise the profile of PE and Sports for	Maintain and update the notice boards regularly with sports reports, clubs,	The notice board is full of information	

children, visitors and parents. Developing links with Governors: Discuss action plan, identify opportunities to monitor PE & report to Governors about PE and School Sport Premium. Developing young Sports Leaders within our school which allows us to introduce and extend competitive opportunities within our school. Role models – sporting personalities so pupils can identify with success and aspire to be a local sporting hero.	fixtures and photos. Governor will have a clear understanding of PE within the school, be aware of areas for development including changes identified through the year & will be aware of how the funding has been spent. Train Y5s in Summer term so they can take over next year. Encourage Sports Leaders to be used to organise intra school (Level 1) competitions. Regular sports leading meetings and sessions with Mr Green to continue their training. Organise Sports for Champions to send in a sports personality.	about fixtures, clubs, sports reports and pupils are keen to get involved. Monitoring by the Governor is included in the whole-school monitoring plan. Sports Leaders were used in all intra school (Level 1) house competitions. Children have developed sportsmanship skills and collaboration. We were unable to have sporting personalities into the school this year. However, we had an SEND cricket coach from Chance to Shine. WIDER IMPACT AS A RESULT OF ABOVE - Pupils are very proud to be recognised in assemblies, website, photos on FB or in the UTTM which is having a positive impact on confidence and self-esteem. - Increased self-esteem / confidence are having an impact on learning across the curriculum.	Year 5 Sports Leader Training will need repeating again next year with the new cohort.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:			
26%			
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?:
Up-skilling staff to improve progress and achievement of all pupils.	Undertake all CPD which is offered through the sports partnership/LA/ National Associations (afPE & YST)/ NGBs/ Awarding Organisations with an aim to get more staff up-skilled and involved.	£6191.53	Staff meetings Locality staff meetings with Mr Meaney (SSGO) Discussions with staff.
Sports coaches to support school sport (Mr Green, Premier Education and Fairways to Horsham.)	Discussion with staff to decide which sports Mr Green / Premier Education are going to teach with the aim to up skill in different sports to last year.		Team teaching with Mr Green (a specialist PE teacher) has increased the quality of teaching and learning. He has also organised activities at lunch time and provided various after-school clubs. In coordination with the PE coordinator, he has supported the implementation of the "Learning to Lead" initiative throughout the PE curriculum.
Coordinate staff members to attend Weald Family CPD.	Surveys for staff – areas of need. Identify the local centres who are running these courses & ensure all identified staff are enrolled. Establish dates when cover is required and appoint cover staff.		Mr Green to continue working with the school in a similar capacity, ensuring he is covering different sports. This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.
Introduce in a new scheme of learning that is more up to date.	Staff supported and trained to use Get Set for PE to ensure progression of skills.		Monitor PE lessons to ensure the 'Learning to Lead' and 'STEP progression' is being used in all PE lessons. This has been the first full year of curriculum implementation. Continue to monitor next year.
WIDER IMPACT AS A RESULT			- Pupils enjoy PE and are keen to be involved. They demonstrate a desire to learn and improve. - Skills, knowledge and understanding are increased.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:	
					13%	
Intent	Implementation		Funding allocated:	Impact	Sustainability and suggested next steps:	
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: Additional achievements: To offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	Make sure your actions to achieve are linked to your intentions: Staff are supported to teach a wider variety of sports through 'Get Set 4 PE' Sports Week for whole school using the power and inspiration of B2022 Common Weath Games to engage young people and parents. The children will experience a range of new activities including circus skills, dance, archery, tri golf, Ultimate Frisbee and football darts. Use 'Learning to Lead' through all PE lessons to encourage leadership skills. Continue to offer pupils taster sessions of what is available throughout the year (Chance to Shine Cricket, Kicks Dance etc). Ensure there are subsidised opportunities for all children to attend after-school sports clubs. Arrange a pupil survey to ascertain what pupils would like.		£3220	Evidence of impact: what do pupils now know and what can they now do? What has changed?: We used the power and inspiration of B2022 Common Wealth Games to engage our young people and parents during Sports Week and have seen an uptake in participation. We competed in three inclusive competitions throughout the year which were targeted opportunities for those young people who need it most through the School Games (children who don't usually participate in any after school opportunities, PP, SEND and disadvantaged). Learning to Lead initiative has been used in PE lessons on Wednesdays. Pupil voice from SEND and Disadvantaged children was positive and showed an increased engagement in lessons, clubs and competitions. A free club available for each Key Stage each term. Children are more aware of the clubs on offer and are more interested in joining extra-curricular activities as well as clubs outside of school too. 58% of KS2 children attended a club this year.	Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring extra-curricular activities will not only continue but will be an expansion. These areas will remain a priority for 2022-2023 with a focus on prioritising SEND and disadvantaged children (club spaces being saved for them). While it is being used in Mr Green lessons, SLT to monitor the use through all PE lessons.	
Maintain the wide range of clubs on offer to the children. Focus particularly on those pupils not taking part by engaging them in additional sporting opportunities. Residential	Encourage Y6 children to participate in new outdoor and adventurous activities.					

				Year 6 tried lots of new physical activities including climbing, abseiling, archery etc. WIDER IMPACT AS A RESULT - Behaviour has improved, more focus in afternoon sessions. - Pupils are enthusiastic about being involved and learning something new.		Percentage of total allocation: 9%
Key indicator 5: Increased participation in competitive sport						
Intent	Implementation		Impact		Sustainability and suggested next steps:	
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?:			
Map out the curriculum to ensure children are fully prepared for the inter-school competitions.	Audit whole-school planning to ensure: evidences progression of P.E. skills across the school & sport mapping to accommodate fixtures ensuring suitable coaching prior to competitions.	£2004.90	All children competed in intra-school (Level 1) competitions up to three times throughout the year.			
Involve all children in competitive sports through PE lessons.	Utilise the 'Learning to Lead' initiative in all PE lessons.		We competed in 16 sports competitions across Year 1-6 (Horsham District and Weald Locality)			Enter competitions for 2022-2023 taking into account children's pupil voice.
To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.	Ensure all children compete in Level 1 (House) competitions within school each term.		82% of KS2 children participated in a level-2 competition			
Engage more girls in inter/intra school teams particularly those who are disaffected.	Sports Day for all children – involving an element of team competition as well as self-competition. Review tournaments for all sports. Coordinate fixtures, cover and teams for Level 2 (inter-school) competitions.					

	Ensure all children are given an opportunity throughout the year to represent their house or school.				
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Signed off by	
Head Teacher:	<i>F. Dawley</i>
Date:	<i>8/12/22</i>
Subject Leader:	<i>D. Price</i>
Date:	<i>7/12/2022</i>
Governor:	<i>Andrew</i>
Date:	<i>8/12/23</i>