

# 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:

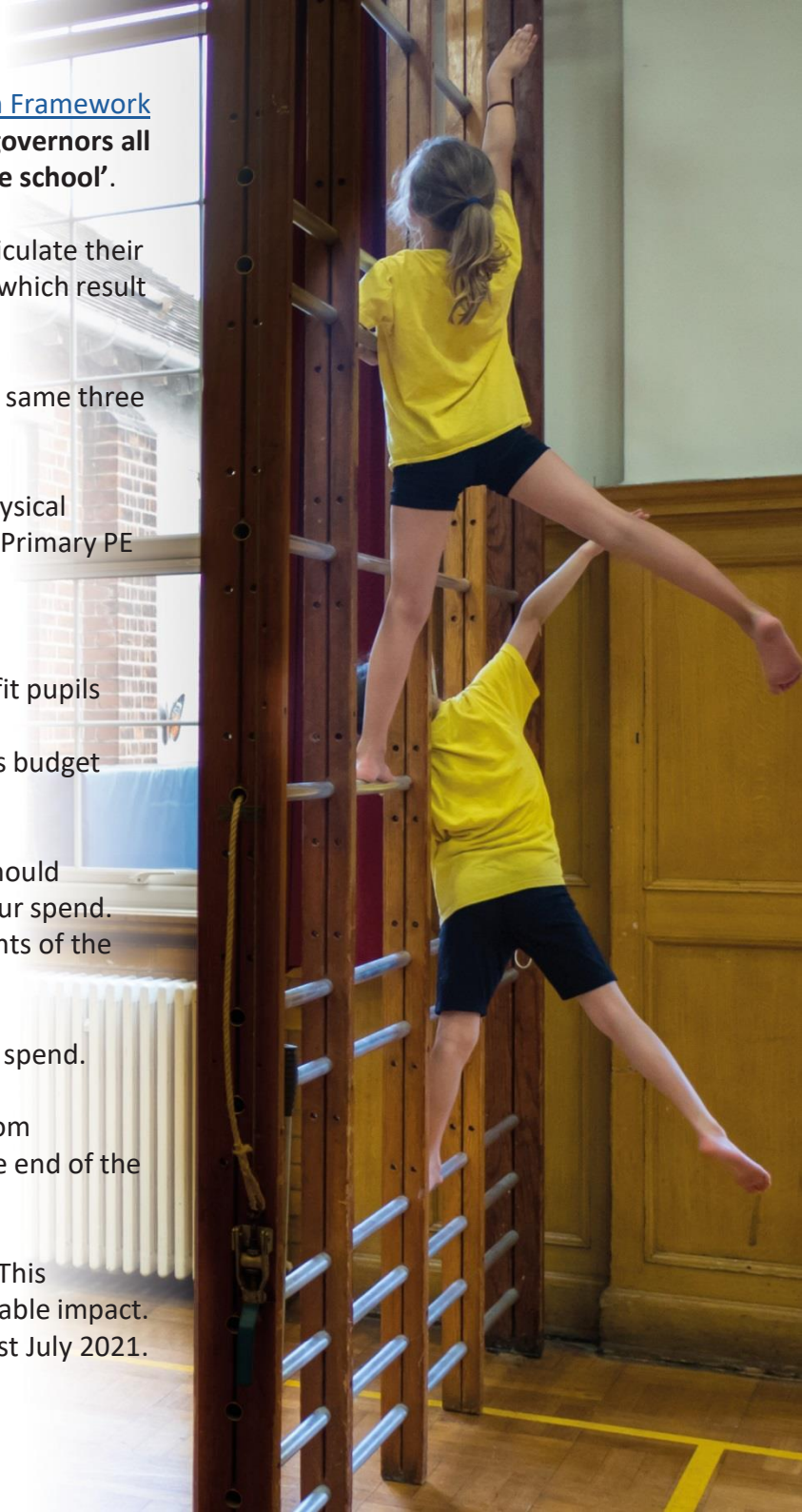
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>-We achieved a Gold standard in PE for the Active mark and also the Key Stage 1 Quality standard mark.</li> <li>-We were awarded an outstanding award for PE during Lockdown school by our SGO.</li> <li>-We pulled together as a school to achieve high levels of participation in the Sussex School's Virtual PE events, finishing in the top 5 (even 1<sup>st</sup>) on numerous occasions.</li> <li>-We used our funding to have a new adventure trail installed.</li> <li>-We continued to focus on fitness as a driver, especially during Lockdown school, with virtual sessions as part of our daily inputs.</li> <li>-More active learning is taking place in school eg Year 1, 5 and Year 6 who use Super Movers.</li> <li>-The Daily Mile track is used in PE lessons.</li> <li>-Our new PE assessment procedure is in place.</li> </ul>	<ul style="list-style-type: none"> <li>-To introduce a club co-ordinator to increase after school/lunchtime attendance figures.</li> <li>-To continue to try and hold our Inclusion activities event and discuss with our SGO about hosting an inclusion event on our site.</li> <li>-To continue to develop Inclusion PE activities at lunchtimes/playtimes/after school.</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** £.....

**+ Total amount for this academic year 2020/2021** £.....

**= Total to be spent by 31st July 2021** £.....

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<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>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: 2021/22		Total fund allocated: £18,000		Date Updated: 14.6.21	
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					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?:
Adventurous outdoor activities programme.		-To build independence, self-esteem and a positive attitude towards learning in children as they explore and experience the natural world for themselves. -To continue to develop links with OAA. -Continue to run the programme ensuring a catch-up programme of learning is in place.		£6,800	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
Intent		Implementation		Impact	

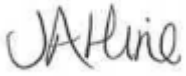


Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Resourcing a wider range of PE activities and improving the playground by providing funding Inclusion activities.	To facilitate a greater range of break time and in lesson activities for pupils with additional needs.	£7,000	Creating opportunities for pupils with additional needs to have access to age-appropriate equipment and equipment that is appropriate to their needs, through the curriculum, after school provision and lunch time activities. The aim is for pupils to develop gross motor skills, balance, co-ordination, co-operation and fitness.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: Put this in place for next year.
To provide training opportunities for staff including NQTs and NQT plus one staff linked to OAA.	-Work with a company to focus on improving our facilities/resources and for CPD	£1,000 staff to attend training and improve facilities.	- Following the CPD on OAA, staff feel confident to deliver lessons. -Improved pupil engagement. -A club set up for pupils to be involved in. -Pupils participate in a festival with other local schools.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements:  Funding for resources giving pupils the opportunity to participate and led by our Sports Crew pupils.	To improve the range of equipment at lunchtimes and lesson times.	£200	Increased levels of activity at Lunch times and playtimes.	
To promote a range of sports/activities which are unusual to engage inactive pupils.	Work in partnership with Horsham Leisure and Mid Sussex colleagues to provide a wider range of sports/activities in school time/as part of after school provision.	£1000	Increased levels of activity and engagement.	
To promote a range of sports/activities after school.	-To improve the afterschool club provision by engaging TAs to use their skills to run clubs.	£1000	Increased levels of activity and engagement across the school, especially in KS1.	

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:
Sharing of skills across the staff to facilitate sporting events and festivals.	-To enable our school to participate fully in the range of sporting events on offer locally. -To engage TAs with qualifications to lead activities.	£1000	-Increased numbers of participants monitored through our spreadsheet. -TAs will develop further relationships with pupils at lunchtimes and playtimes. -There will be longevity.	



Signed off by	
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Date:	July 2021
Subject Leader:	 Claudia Leicester
Date:	July 2021
Governor:	 Stephen Horsman
Date:	July 2021