

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

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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

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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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>New gymnastics equipment purchased New resources bought for the teaching of PE Virtual PE challenges during lockdowns</p>	<p>The underspend is due to the following:</p> <ul style="list-style-type: none"> ● Cancellation of after school clubs summer term ● Cancellation of inter school competitions summer term ● Cancellation of specialist Sports Coaches summer term ● Lock down school closure summer term ● Delay in the Trim Trail going in ● Cancellation of the summer camps <p>Changes in the curriculum delivery due to the need to social distance and wash equipment regularly and not share unnecessarily.</p>

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

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<p>Academic Year: September 2020 to Sept 2021</p>	<p>Total fund carried over: £13,495.55</p>	<p>Date Updated: 11/02/2021</p>		
<p>What Key indicator(s) are you going to focus on? The engagement of all pupils in regular physical activity and the profile of PESSPA being raised across the school as a tool for whole school improvement.</p>				<p>Total Carry Over Funding: £5,885.27</p>
<p>INTENT</p> <p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To replace trim trail and the existing apparatus on the school field.</p>	<p>IMPLEMENTATION</p> <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Plans have already been drawn up and just awaiting funding and approval for a path to connect the school to the trim trail.</p>	<p>IMPACT</p> <p>Carry over funding allocated:</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>A new trim trail would enable more children to be active during break and lunch particularly in the summer. More space could be allocated for outdoor exercise during the winter whilst protecting the field.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

<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.</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 2021.</p>	75%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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 – due to COVID challenges

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: £18,864		Date Updated: 11.02.21	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer’s guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation:</p> <p>23.5%</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:	
To ensure that all children are engaging in PE lessons and being as physically active as possible during the school day.	<p>New PE equipment purchased to increase the quality of lessons and the engagement of pupils within those lessons. Equipment purchased for different sports taught such as cricket, athletics, hockey and netball as well as playtime equipment.</p> <p>Forest School began for KS1 children in the Autumn term and has continued during lockdown for year groups made up of key worker and vulnerable children.</p>	<p>£2064.98</p> <p>£2380.00</p>	<p>Children have been more engaged in lessons and enjoy using new equipment.</p> <p>Children are being physically active during the day and learning more about the world outside.</p>	<p>Audit of PE equipment to see what we need for future lessons.</p> <p>Hope to continue this throughout lockdown and when children return.</p>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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:

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<p>To raise the profile of Physical Education, School Sport and Physical Activity across the school by increasing participation in PE; entering sports tournaments and encouraging an active and healthy lifestyle.</p>	<p>Two athletes were booked to deliver an assembly about the importance of an active and healthy lifestyle followed by PE lessons with all classes in KS1 and KS2. This had to be postponed due to school closure with the hope that it can be rearranged for Spring or Summer.</p>		<p>PE and being active is being promoted despite the fact that the school is closed and the athletes visit will go ahead in Spring or Summer when the pupils will have returned.</p>	<p>Athletes event to take place later in the school year. Encourage participation in 'Virtual' School games and potentially an intra-school competition when children return.</p>
	<p>PPA Sports Teacher sent out a number of PE activities that the children could complete at home during school closure.</p>	Free		
	<p>Participation in the 'Virtual' Sussex School Games Winter Olympics by pupils in KS1 and KS2 during lockdown.</p>	Free		
	<p>Office support carries out PE admin tasks such as sending letters home and updating the website.</p>	£650.78		
	<p>Sports coach/TA supports the PE department and runs cross country club as well as providing CPD swimming for teachers.</p>	£652.76		
<p>Lunch time cover</p>	£776.35			

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
INTENT	IMPLEMENTATION		IMPACT	
Your school focus should be clear about what you want the pupils to know and be able to do and about what they need to learn and 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:
For all teachers to be confident about teaching and delivering the PE curriculum and to encourage more members of staff to lead after school sports clubs.	<p>PE Co-ordinator attended an online course organised by Boing aimed at getting children active through games. The school now has access to 120 different games, to which all staff have access.</p> <p>Barry Meaney at The Weald has offered a number of possibilities for staff CPD.</p> <p>Renewed membership of Association for Physical Education which offers professional development opportunities which all staff can access.</p>	<p>£12</p> <p>£115</p>	All members of staff now have access to over 120 games with clear instructions and videos.	<p>Staff questionnaire to determine areas where staff lack confidence in teaching or areas they would like more CPD. PE Co-ordinator to research CPD opportunities.</p> <p>Possible Level 4 qualification in Supporting Pupils' Wellbeing Through Physical Education to potentially be undertaken by the PE Co-ordinator.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6 %
INTENT	IMPLEMENTATION		IMPACT	
Your school focus should be clear about 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 offer children the opportunity to participate in a wide range of sports and games which require different skill sets such as invasion games, striking and fielding, net and wall games, athletics, swimming in PE. To offer children a range of sports and activities that they wouldn't do in PE.	Children across KS1 and KS2 had the opportunity to take part in Invasion and Target Games activities organised by Horsham District Council at the school. Some of these activities involved sports that children had not previously done such as archery and bowls. Bikeability happened March 2021 and is booked in for next year.	£726	A number of pupils were able to take part in fun and engaging activities run by professional coaches and linked to areas of the National Curriculum. Some children took part in sports and activities that they had not previously done. It also encouraged participation in competitive sport. Children will have the opportunity to learn about riding a bike safely.	Possible experience days such as golf or archery when children return and different sports available during Sports week. Train year 5 children up as play leaders.

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 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?
To increase the number of children participating in competitive sport both in PE lessons and through after school matches and competitions.	With matches and tournaments not being arranged at the moment, children in both KS1 and KS2 have been representing the school in the 'Virtual' Sussex School Games Winter Olympics and activities run by Horsham District Council back in September/October.		Children have been able to participate in activities where they are practising essential skills taught in PE and competing for the school despite lockdown.
			To create an intra-school competition when the children return to school.

Signed off by	
Head Teacher:	Samantha Copus
Date:	31.3.21
Subject Leader:	Daniel Coomber
Date:	31.3.21
Governor:	
Date:	31.3.21