

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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](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. **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 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](#).

Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£4440
Total amount allocated for 2021/22	£17,130
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

Swimming Data

Please report on your Swimming Data below.

<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 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 2021.</p> <p>Please see note above</p>	n/a
<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>	n/a
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	n/a
<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>	n/a

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: £21570	Date Updated: 15/7/2022	
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				Percentage of total allocation: 72%
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: £15470	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • All children engage in and recognise the importance of regular physical activity for their mental and physical well-being. • A positive culture integrates physical activity into the school day through active travel to and from school, active playgrounds and active lessons. • What children know and learn is consolidated through links with local schools and community sports clubs. • Encourage use of Woodland School throughout the day (September through to March). • Compete with other schools in the local association, working closely with Active Surrey to provide the children with a range of activities and courses. 	<ul style="list-style-type: none"> • Gym maintenance. • Running lunchtime clubs (5 per week). • All children to attend woodland school. • Training staff who are working in Woodland School. • Woodland School assessment (Surrey Wildlife Trust). • Staffing Woodland School (AW) for September through to March (4 hours per week). • Continue to develop use of the outdoor learning environment for curriculum PE, extra-curricular activities and break times to increase engagement. • Enter events and festivals hosted by schools in the confederation to enable the less active children to participate in a range of sports. 	£650 £6520 £2800 £750 £2500	<ul style="list-style-type: none"> • Attitude towards learning improved – better concentration in afternoon lessons. • Children identified as inactive show increased engagement in sport. • Positive impact on behaviour (at lunch times) and learning in the afternoons through professional dialogue between teachers and TAs. • Increased numbers of children participating in sports clubs • Increased numbers of children participating in sporting events and festivals. 	<ul style="list-style-type: none"> • Replace equipment when required. • Develop systems to monitor the amount of children participating in clubs and teams. • Increase the number of in and out of school 'friendlies'. • Maintenance of the Woodland School area.

	<ul style="list-style-type: none"> Allocated areas of playground/astro-turf to each ball sport. Additional staffing for active playtime. Inform parents of what the children are covering in PE and Games and promote the wide variety of clubs. 	£1800 staff time £150 per term = £450		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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: £750	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> The profile of PE is high to ensure children are enthusiastic about PE and extra-curricular activities. Dedicated noticeboards in the school raise the profile of PE and sport for all visitors, children and parents. The school environment emphasises mental and physical well-being. Positive sporting role models are used to inspire children. Visits from role models/local sporting personalities enable pupils to identify with success and aspire to be a local sporting hero. 	<ul style="list-style-type: none"> Inform parents of what the children are covering in PE and Games and promote the wide variety of clubs and sporting activities (also through social media). Continue to make sure the display boards are updated. One member of staff to be responsible. Create a list of role models to invite to talk in assembly. Pe lead to add in link to mental and physical wellbeing to Medium Term Planning for each lesson. Children to be taught the link explicitly in each lesson. Invite role models/local sporting personalities into school to enable pupils to identify with success and aspire to be a local sporting hero. 	See above £150 sport leader time. £150 staff time. £150 each term = £450	<ul style="list-style-type: none"> Positive response from parents regarding the sports in newsletter. Children feedback in assemblies; boosting their self-esteem and confidence. Noticeboard commented on during learning walks and when visitors are shown around. Increased numbers involved in a range of sporting activities. 'Bright Futures' talks inspire many of the children. Children can articulate why sport is important for them and this has been included as a discussion in the PE planning for each year group. Children can identify different sports clubs and events within the local community and discuss their impact. 	<ul style="list-style-type: none"> Purchase noticeboard / trophy cabinets in reception to ensure sport is very visual. Replenish cards and equipment for active play when needed. Ensure a sporting role model/local sporting personality visits at least once a year for each year group. Strengthen links with local schools and community sports clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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: £1050	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Staff are confident to teach a range of sports. Training (teachers and TAs) supports a wide variety of sports. • Planning of teaching and learning across KS1 enables staff to feel confident in delivering the NC. • Staff are able to use the reviewed planning (with detailed coaching points) to confidently teach a range of sports. • Provide PE training for ECT's. Delivered as a whole group discussion, 1:1 shadowing support and sport specific coaching. 	<ul style="list-style-type: none"> • Provide whole staff training on Woodland School. • Release PE co-ordinator to monitor the teaching of PE and Games across the school. • PE co-ordinators provide teachers with 1:1 support on lessons and team-teaching sessions. • Staff are trained in the safe practice of equipment (particularly the apparatus equipment). 	£150 staff time £450 staff time £450 staff time	<ul style="list-style-type: none"> • Better subject knowledge for staff, therefore, confident to take a more active role in lessons/lunchtimes etc. • Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. • Subject leader more confident when undertaking lesson observations - able to provide effective feedback and lead discussions. • Skills, knowledge and understanding of pupils are increased significantly. 	<ul style="list-style-type: none"> • PE coordinator to work with peers within the Trust to develop staff training further. • Establish training for staff on use of equipment around the school. • Staff work together/share good practice, leading to better confidence and more staff keen to get involved thus ensuring extra activities will continue and expand.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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: £3700	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • All children across the school are provided with opportunities to experience a broad range of physical activities so they are both physically and mentally well. • To create further links with the local sporting and school community. • To ensure that the PE planning covers a wide range of sports 	<ul style="list-style-type: none"> • Purchase confederation membership which enables the children to enter a wide range of sporting events. • Ensure all events (competitive and festivals) run by the local sports confederation are entered, providing transport where required. • PE curriculum lead to ensure sport is represented well. • Collaboration with peers within the trust to implement new Sport/PE planning. 	<p>£1750</p> <p>£450 staff time</p> <p>£150 staff time £1200 equipment £150</p>	<ul style="list-style-type: none"> • Each year group involved in extra-curricular activities and all teachers feel more confident teaching new activities. • Instances of pupils not bring kit to school is low and as a result progress and achievement in curriculum PE is good. • Increased number of pupils attending a range of sport clubs at lunch times and after school. 	<ul style="list-style-type: none"> • To continue to target inactive children and those who lack opportunities outside school for extra sporting provision. • Develop systems to monitor the amount of children participating in clubs and teams. • Increase the number of in and out of school 'friendlies'.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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: £600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • All children have opportunities to participate in competitive events within the confederation (opportunities for children who don't often participate in sports and for those talented children). • All children have opportunities to participate in competitive sport, both intra-school and inter-school competitions. • A range of sports clubs on offer to inspire children to compete in a variety of activities within the local community. 	<ul style="list-style-type: none"> • Purchase confederation membership which enables the children to enter a wide range of sporting events. • Regular involvement for inter and intra-school competitions for all children. • Provide transport where necessary. 	As above £450 staff time £150 PE lead time	<ul style="list-style-type: none"> • Pupils really enjoy participating in sport, are very keen to take part and demonstrate a real desire to learn and improve. • Increased confidence and self-esteem for children. • The children have had many opportunities to participate in inter and intra school competitions, festivals and taster workshops. They have been very successful in the competitions that they have entered and all show fantastic sportsmanship wherever they go. 	<ul style="list-style-type: none"> • Continue to enter as many competitions as advertised by the confederation.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	