

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:

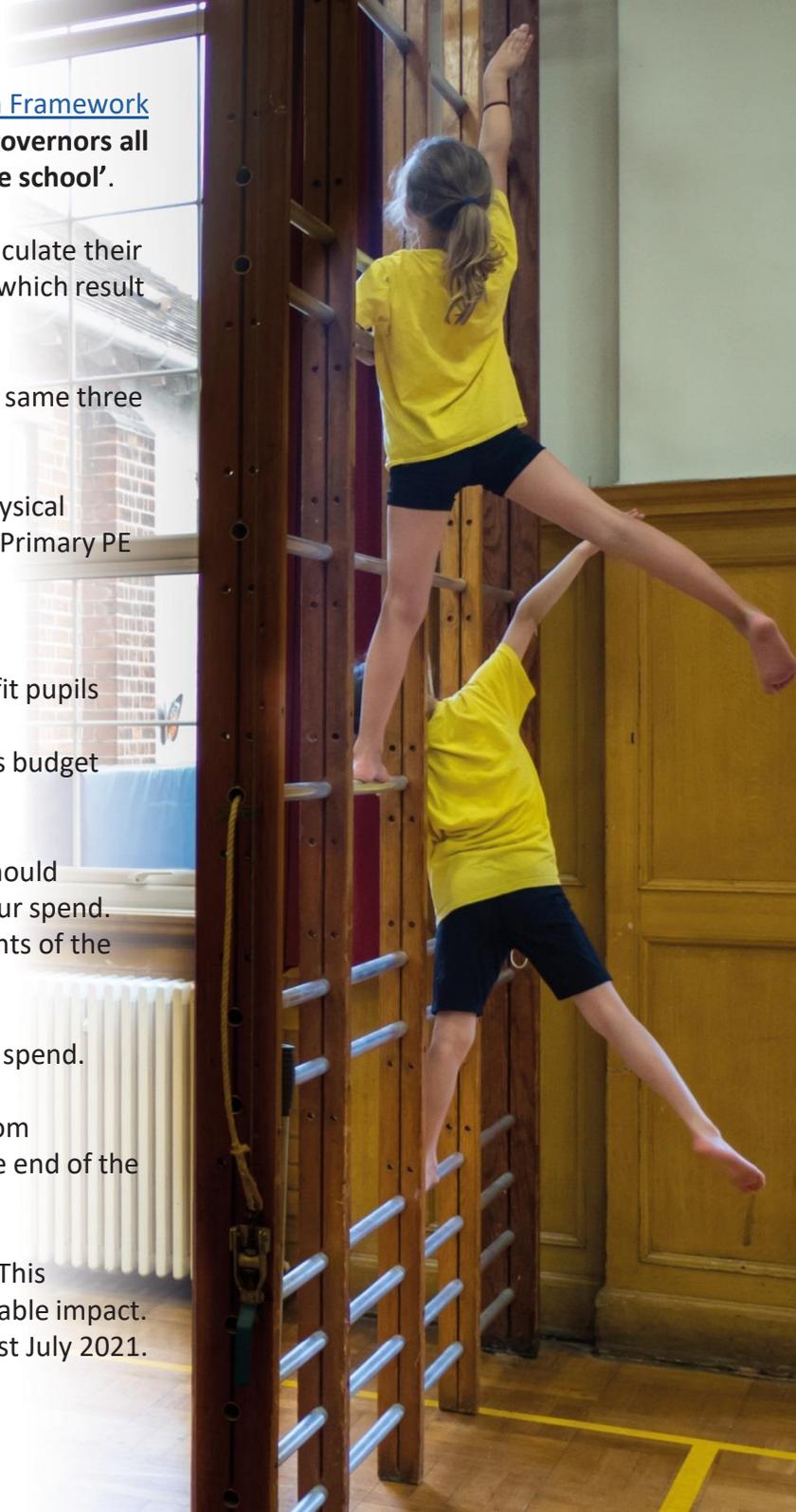
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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>Increase activity levels among all pupils and their families in order to establish a positive link between healthy active lifestyles and mental well-being both inside and outside of the school gates.</p> <ul style="list-style-type: none"> • Mental well being strands weaved into the PE curriculum for each lesson. • PE lessons take place twice weekly, totalling between 1hr45 and 2hrs per week. • Home movers exercise videos shared on google classrooms. • Uptake and attendance to extracurricular clubs has been a huge success. <p>Raising the profile of PE by educating pupils in the importance of physical activity and healthy lifestyles, encouraging staff to share common enjoyment in PE, and ensuring a robust method of celebrating successes.</p> <ul style="list-style-type: none"> • Numbers of students receiving stickers and badges in the PE colours system. • PE lessons and delivery becoming viewed more as important and meaningful. • Staff understanding PE as a vehicle to unlocking mental wellbeing. • School Games Virtual award and Sportsmark GOLD maintained. <p>Teaching staff will be able to teach lessons more effectively and with greater confidence, allowing them scope for greater depth and inquiry into the subject. Teaching assistants will feel supported and able to competently deliver the PE curriculum also.</p> <ul style="list-style-type: none"> • Teaching of PE has become more consistent and structured across classes. • Teachers feedback is of increasing confidence and exploration of new ideas. • Some teaching assistants have experienced more PE delivery to build upon. • Boing games implementation has covered an area of development. <p>More children participating and being involved in extracurricular clubs, to include a greater range of activities to cater for all, plus links to be made with local sports coaches to further connect the family externally.</p> <ul style="list-style-type: none"> • Students had a say in activities selected, pupil voice was utilised. • Students were all given the opportunity to access at least one club. • All disadvantaged and SEND students were given priority and personally invited. • Signs that local clubs and outreach projects are starting to resume after Covid-19. 	<ul style="list-style-type: none"> • Using class dojo more as social media vehicle to promote and raise profile. • Re-launch charity events throughout the year. • Improve home movers concept and establish this as a long term program. • Build another successful and well received extracurricular program. • Aim for PE lead to have greater teaching time with each class. • Introduce sports crew / leaders again in multi roles plus active play. • Find ways to bring more emphasis into house teams as well as class teams. • Develop some sort of active travel initiative to further boost activity at family level. • Complete a survey on external sporting participation, current levels of students attendance outside the school gates. • Continue to train and improve active play work undertaken so far. • Active blast in class moments were trialled last year, collate feedback and improvements in these and incorporate into daily structure.

Entering a variety of inter schools and intra schools competitions, mainly virtual entries for this year to allow some sense of competition to continue. A greater emphasis placed on activity and participation for all though at this stage to mitigate any Covid-19 negative effects for our pupils.

- Active Sussex dashboard, framework and health check completed.
- A good range of competitions entered which students feel proud of.
- Intra-school mini competitions created a healthy competitive atmosphere.
- Excellent feedback and response to extracurricular clubs and access for all.

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 £10,146.00

+ Total amount for this academic year 2020/2021 £20,422.00

= Total to be spent by 31st July 2021 n/a

<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>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>	84%
<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>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	61%
<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>	Yes/ No (due to Covid-19 pool restrictions)

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: 14.7.21	
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:
					%
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?:	
Increase activity levels among all pupils and their families in order to establish a positive link between healthy active lifestyles and mental well-being both inside and outside of the school gates.	Re-establishing an active play program through staff training, a strategic approach and improved equipment. Targeted extracurricular club approach for selected students, also to include intervention clubs during the school day (C4L and Yoga to ensure 38/42 students 90% of disadvantaged/FSM/Vuln/SEND taking part in activity). Sharing of online resources / videos to support home movers, to include parents and siblings during home schooling.	£389.00 Active play resources and equipment £89.00 C4L £2773.60 PE Lead £0	Active play INSET day training was successful for TA's, a springboard for comments and actions in place. Children are active during at least 45 minutes of play (and lunch) and can now easily access a greater range of play equipment. Pupil voice and comments have shown C4L (47 identified students) and Yoga (17 identified students) positive benefits linked to physical activity, healthy eating and mental wellbeing. Uptake for clubs was excellent, all disadvantaged and SEND pupils were personally invited. For data on attendance please see key indicator 4. Responses from students about taking part and following videos, pupil feedback, number of pupils responding on google classrooms. To include mini challenges set by SGO relating to National Schools Sports	Sustainability and suggested next steps: Active play specific roles to include colour coded bibs, opportunity for further active play face to face training. The possible purchasing of trim trail next year may further enhance this. Select and deliver another exciting and extensive extracurricular program with further new activity areas. Also to repeat charity activity events. Continue with a home movers approach and find an alternative way to communicate with parents in a regular manner, extend work on home / exercise links.	

			Week. Number of students taking part: All years = 62%	
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?:
Raising the profile of PE by educating pupils in the importance of physical activity and healthy lifestyles, encouraging staff to share common enjoyment in PE, and ensuring a robust method of celebrating successes.	Continuing to apply and build upon current sports colours system and handing out of certificates and badges when achieved or half termly. Re-launch sports crew / sports leaders within classes to keep messages and the PE buzz going. Also, to move towards cross bubble sports leaders again during play and lunch times. Updating schemes of work to link closely with mental well-being and sharing this with staff routinely and concisely.	£0 £0 Badges, medals. £2773.60 PE Lead	Pupils enjoy receiving rewards for PE, certificates and badges. The number of students awarded stickers and/or badges this academic year: Year 3 = 32 stickers 0 badges Year 4 = 39 stickers 10 badges Year 5 = 33 stickers 18 badges Year 6 = 35 stickers 28 badges Sports crew / leaders did not take place this year mainly due to not being able to mix bubbles due to Covid-19. This will be a priority next year. Aim for 36 students throughout the year to be trained in sports crew / sports leaders. Evidence of new long, medium and short term plans on staff shared area. Emails to staff and videos sent regularly. Staff feedback on videos and planning very positive.	Sustainability and suggested next steps: No modifications, just continue to implement and ensure correct number of badges (purchase more if needed). Purchase new sports crew / sports leader badges for pupils. Set up specific duties again and play zones. Look into sports mini leaders training courses for pupils. This will be ongoing into the next academic year and beyond.

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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Teaching staff will be able to teach lessons more effectively and with greater confidence, allowing them scope for greater depth and inquiry into the subject. Teaching assistants will feel supported and able to competently deliver the PE curriculum also.	Teachers increased confidence in the delivery of PE, to include knowledge / skills / understanding / vocabulary, through CPD opportunities and a CPD program to include disseminating training course materials. Resources created to support teaching and learning, shared and prepared for staff to use with ease. Videos shared of lesson exemplar materials plus advice and recommendations for best teaching practise. Regular contact required.	£60 CPD course £2773.60 PE Lead £0 £0	Staff confidence is increased in many areas, gaps in PE knowledge identified through personal conversations. Lesson monitoring and observation this year was limited but feedback given where needed. CPD through videos have been very regularly sent, staff have been able to utilise Boing Games & Pivot in a Pandemic to good effect after training materials were shared. PE lead meets regularly with staff one to one to check understanding and confidence levels. Resources are evidenced with staff teaching packs and on staff shared area in relevant planning folders. Staff have expressed ease and enjoyment in video exemplars sent, confirmation that they provide confidence and consistency across the teaching groups.	A need for a collective face to face PE training INSET, continued searching for CD courses for PE lead to attend and disseminate to staff. To continue throughout the academic year, building a resource bank and ensuring all lesson resources are effective and prepared. Discuss with teaching staff whether this video sharing is still needed / beneficial, perhaps to end of cycle 2.
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:

<p>More children participating and being involved in extracurricular clubs, to include a greater range of activities to cater for all, plus links to be made with local sports coaches to further connect the family externally.</p>	<p>Diverse and alternative extracurricular program delivered to include mass participation, plus addition to the curriculum to cater for differing activity needs. Adding another 60 minutes of activity to those students attending.</p> <p>An updated curriculum with investment in some new equipment and resources to enable access to a wider range of sporting experiences.</p> <p>Enhanced links with external agencies and coaches to further advertise and open up opportunities in the locality.</p>	<p>£1368.00 Premier Coaching</p> <p>£315 Equipment upgrading and replacing.</p> <p>£0</p>	<p>Contact with Premier Sports to deliver program as sent out on parentmail, registers collected, all year groups involved, clubs were full to capacity given Covid-19 restraints on numbers. 73% of whole school participated. Pupils were all offered one club, targeted students were personally invited, calls made to home to promote. Attendance as follows: Lower school = 57 students 76% Upper school = 54 students 70% Disadvantaged and SEND = 26 students 62%.</p> <p>New equipment stored safely in PE shed, pupils have completed new activities through their curriculum, such as golf, softball and exercise to music.</p> <p>Emails received and responded to regarding local opportunities such as Crawley Wasps, The Sports Project, Albion in the Community, etc. Bikeability to continue.</p>	<p>Select and deliver another exciting and extensive extracurricular program with further new activity areas, such as dodgeball and fencing.</p> <p>Continue to broaden long term planning with new activities, purchasing of new equipment such as Lacrosse sticks etc.</p> <p>Continue to respond to contact regarding local opportunities, producing adverts and flyers to promote.</p>
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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:
Entering a variety of inter schools and intra schools competitions, mainly virtual entries for this year to allow some sense of competition to continue. A greater emphasis placed on activity and participation for all though at this stage to mitigate any Covid-19 negative effects for our pupils.	<p>Encouraging and directing pupils to appropriate and safe online competitions, to include live in school events, recording data and sharing cross schools.</p> <p>Promoting and inviting all pupils to attend their alternative extracurricular program delivered to include mass participation.</p> <p>Liaising and remaining connected to HDC, Active Sussex and SGO for continuous entry options, including online webinars for support.</p>	<p>£0</p> <p>£0</p> <p>£2773.60 PE Lead</p> <p>£0</p>	<p>School Games framework and Inclusive Health Check completed, School Games virtual award received and Sportsmark GOLD maintained, multiple entries to online virtual competitions to include the following:</p> <p>Tri-Golf = 71 students Dance = 11 students Cross Country = 68 students Jumps Challenge – 34 students Fitness = 141 students Winter Olympics = 39 students Sports day = 143 students</p> <p>Attendance to club data (see above key indicator 4).</p> <p>Active Sussex dashboard account and email trails from local support networks, CPD log of attendance to various webinars for PE lead, for example, Socially Distanced PE Ideas and Meaningful and Safe PE.</p>	<p>Hopefully this will shift to more live, face to face competitions. If not, continue with intra school events where possible, consider hosting events also.</p> <p>Select and deliver another exciting and extensive extracurricular program with further new activity areas, such as dodgeball and fencing.</p> <p>Remain in contact, respond to opportunities arising, develop a culture of pride in representing school regardless of outcomes.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J. Emery

Date:	21.7.21
Governor:	
Date:	