

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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 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:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 7053
Total amount allocated for 2020/21	£ 16,860
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 11,237
Total amount allocated for 2021/22	£ 16,880
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 16,880

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 2020.</p> <p>Please see note above</p>	92.8%
<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>	98.2%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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

Academic Year: 2020/21		Total fund allocated:		Date Updated:	
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?:	Sustainability and suggested next steps:
A range of clubs to be reintroduced to the children in their bubbles to allow for engagement of all pupils in regular physical activity.	Staff to run after school and before school clubs to provide children with a range of extra-curricular physical activity. These are to be aimed at a range of children. BB and absolute sport to come in and run sport clubs for bubbles.		£0	A wide range of children were able to take part in a range of regular sporting activities including; active club, Disney active through story club, bike club, gardening club, Goblin Club, Football Club, Netball Club, Zumba Club, running club. Some of these clubs had all children (up to 30) in the bubble participate in them, meaning most children in the school had access to extra-curricular activities.	Many of these clubs, plus more, will continue to be offered next academic year due to popular demand.
Continue to monitor the teaching of PE across the school to ensure high quality lessons are provided.	NDJ to monitor the teaching of PE. NDJ to take part in additional REAL PE and PE co-ordinator meetings to ensure that knowledge and skills were up to date.		£150		
Sports Crew used to provide lunchtime games for the other children in the school.	NDJ/BB to work with the sports crew to teach them some lunchtime games which they can then complete with other children in the playground.		£200		
			£100	Children being more active at lunchtimes with many children taking part in lunchtime games and playing football.	As the Sports Crew didn't have a whole year, these children will continue next academic year, meaning that they can continue to use this knowledge to provide regular physical activities next year.
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:
Sports Crew to be reintroduced with the children having to complete an application process which will be shared with the whole school.	Children to send in short video clips to apply for the position. Videos to be shared with all staff and children to allow all to have a say in who will represent the school.	£100 teacher time	Some brilliant videos were created which clearly demonstrate the time and passion put in by the children. This was shared with the whole school, promoting the profile of PESSPA.	Continue this next year allowing those that started as a sports crew to continue next year, to further develop their role and provide more opportunities.
School Sports Day to still happen following safety guidance. Children can apply their fundamental skills through a range of activities.	NDJ to organise a socially distanced 'bubbles' sports day that still allows the children to compete in their houses and be a whole school event. NDJ to ensure that there are a range of activities which appeal to all children.	£100	The school sports day was a great event which promoted the profile of PESSPA in the school. The children had a great time and it motivated children towards PE.	Build on the success of last years sports day and discuss the impact this had with the sports crew and allow them to modify it next year to make it even better.
Although there was not a huge amount of PESSPA due to Covid-19, where sport was done it was promoted using our newsletters, social media and other marketing tools.	CM/Admin to be given time to complete letters/newsletters/take photos to ensure that the profile of PESSPA is prevalent within our school community.	£260	Parents were more aware of the wide range of sports being accessed which in turn motivated children to join ECA sessions, this increased participation in Autumn term clubs	Increase the profile of sport by creating dedicated linked PE Instagram page, for just sports profile.

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:
Support to ensure staff are most up to date and confident with the teaching of REAL PE to ensure that children are provided with high quality PE lessons.	Training for NDJ in most up to date support for the use of REAL PE.	£250	This knowledge was passed onto other staff members to ensure confidence and skills are up to date.	Teachers need time to apply new knowledge to their practise.
To provide teachers with access to REAL PE outside during COVID and to enable them to assess children in PE during the sessions.	IPADS to be purchased so teachers can make the most effective use of REAL PE and to be able to assess the children during sessions and gather evidence for assessments.	£2600.60	100% of teaching staff were able to continue to use REAL Pe resources and assessment outside during COVID. Staff were able to use the designated resources to ensure that quality teaching and provision was in place, without the need for a TV etc.	REAL Pe can continue to be used to develop staff knowledge, assess children and ensure that their lessons are suitably pitched and challenged through use of REAL Pe scheme.
To be able to assess the children in PE across the school to ensure that progress can be shown.	NDJ to look into the Creative Development Assessment wheel. NDJ to purchase this if she thinks it will work for our school. NDJ to provide staff with training on how to use the wheel.	£443	NDJ has now purchased the wheel and begun trialling it with her class. Assessment of trial class was very positive and this will be rolled out to rest of the school next year.	A fully integrated assessment mechanism will be in place so high quality assessment of PE will take place across the school, once training is completed.
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>To become more confident in the water and to further develop swimming technique.</p>	<p>New swimming equipment purchased in order to support the children in the pool and to extend their skills.</p> <p>CM, an experienced TA, used to support swimming during summer term and to provide pool safety for those teaching. CM able to provide specific 1:1 support for those less confident in the water.</p>	<p>£150</p> <p>£800</p>	<p>92.8% of children in the year 6 cohort are leaving school confident in swimming a range of strokes and the 7.2% not as confident, made great progress and felt safe when in the water.</p> <p>Children and teaching staff were confident that the children were safe and could focus on developing skills in the water, rather than worrying about safety.</p>	<p>The equipment will support the teaching and learning of swimming over the next couple of years.</p> <p>Staff need to ensure spiral nature of the curriculum and ensure that there are opportunities given next year to build on this, if not sooner. CT to talk to parents about provide opportunities outside of school for this who are quickly developing. Links to Chichester Cormorants as an exit pathway.</p>
<p>To develop the range of water sports being offered to children in UKS2 offering opportunities many of our children would not have otherwise experienced.</p>	<p>Children took part in an afternoon of 2XS where they took part in surfing and SUP lessons to broaden their experience of water based activities.</p>	<p>£300</p>	<p>Many children quoted this as the best lesson of the year! Excellent instruction from 2XS meant children made rapid progress and many children were developing real confidence in the sea. For 40% of our children this was their first ever attempt at these sports.</p> <p>Approx 90% of those participating said they would like to do more of this. Children all learned sea safety as part of these sessions.</p>	<p>This needs to become part of our annual UKS2 offering so that each child completes this twice in the school, once to develop skills, the second time to refine it. Promote visits from 2XS to offer additional coaching and private sessions for families.</p>

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:
To allow all those children who are interested in representing the school in a team, the opportunity. To build a culture of 'Being the best we can be' and part of a team and to develop skills of leadership in our youngsters.	CM used as sports TA to promote and lead the Inter-schools competitions, including the transportation and management of children at sporting events (Level 2 and above). This year the events have been both face to face events and virtual. CM to run clubs to practice ready for virtual competitions and events.	£1000 £500	100% of KS1 took part in at least one (for many two) virtual events where they got to compete against other schools. Most KS2 children got to take part in a competitive event (either virtual or face to face).	This will continue next academic year. CM being funded from the Sport Premium money ensures that there will always be adults available to support and transport children to events or practise in readiness for events. Next steps: For all children in KS1/2 to take part in a competitive event.

Signed off by	
Head Teacher:	
Date:	July 2021
Subject Leader:	
Date:	July 2021
Governor:	