

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£16830
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16830

Swimming Data

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:	Date Updated: July 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: 70%	
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?	
<p>To maintain a high level of physical activity throughout the day in order to increase concentration and deepen understanding of key skills.</p> <p>To provide opportunities for all children to access outdoor learning and physical activity to support wellbeing and the development of their resilience.</p> <p>Provide a sample of different sporting activities through sports week</p>	<p>Play leaders from Sports stars two playtimes a week LSAs trained in delivering aspects of PE</p> <p>Develop our own year 2 playleaders</p> <p>Complete climbing slope</p> <p>Learning Outdoor the classroom licence</p> <p>Survey what sports children know (perceive to be sports) and what they currently do</p> <p>Arrange for Farnham Heath end to come in during sports week and teach other sports</p> <p>Visit a stadium or live event or training.</p> <p>Participate in another activity out of school (bowling, skating?)</p> <p>Aldershot- athletics and Football stadium</p> <p>Sports week and coaches to events</p>	<p>£5000 (including sports afternoons)</p> <p>Nil</p> <p>£1500</p> <p>£120</p> <p>£5000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Children are active throughout the lunchtimes and have opportunities for sporting activities. Developing stamina in exercise – children have gradually increased active times during the year.</p> <p>Play leader at lunch time will ensure physical skills are developed and resources are fit for purpose.</p> <p>Hands on, outdoor experience will improve concentration and learning, monitored by outdoor lead and used more often than not.</p> <p>Children have a broader picture of sporting events and activities they can participate. The FHES students provided 10 different sporting stations inc archery, circuits and team games</p> <p>Clubs survey undertaken – 18/69 children do no extra activities. 22/69</p>	<p>Sustainability and suggested next steps:</p> <p>Buy hockey sticks to practise skills</p> <p>Investigate who does not play with sports at lunchtime and why. What can we do to encourage?</p> <p>Play leaders – adapt to a nominated day a week or two week rota with specific guidance</p> <p>Find more local opportunities (live events) which are suitable for this age group</p> <p>Continue to monitor club attendance. Participation rates remain high</p>

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			take part in school clubs. Least active class in EYFS, most active is Year 2 Children have reported they love to bring bikes to school	
<p>Play leaders are beginning to be effective – however some still need reminding and more direction.</p> <p>Lunchtime provides a wide range of activities that as observed are accessed by all who wish to play</p> <p>Children report they know x number of sports and the older the children are the more sports/ activities they do out of school or in school clubs)</p>				
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				Percentage of total allocation: 2%
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:
Professional sports coaches used to raise the profile of PE and sport with in school. Children will have increased understanding of the importance of keeping fit and healthy Maintain daily run and active learning	Weekly session timetabled with the professional sport coach. Adrian Patrick – Gold medallist in for talk and activities Certificates for daily run and other sporting events Cricket coaching for one session and 6 tennis session	Included in above (5K) £300 on card and ink	Professional sports coach raised the profile of PE ensuring the children and are motivated to keep active. Children are highly motivated in PE lessons. The lessons are engaging and inclusive. The children also get certificates from these lessons which motivates them. Children feel they have achieved in the daily run All children have received at least one certificate of which they are very proud and spurs them on to get the next one	Continue with professional coaches. Staff meeting time for staff to look over scheme and plan into mid-term plans Continue with daily run

Evaluation

High quality teaching from coaches the children have a developing understanding of the sports covered.

Daily run is embedded

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

13%

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:
Confidence and skills PE support through create development PE jasmine sport programme Morning exercise with jump start Johnny Training on how to use the outdoor classroom Active surrey	Real Dance training Tennis training Training provided by- wood street infants PE to use active surrey website and attend meetings	£594 £59 £500 (two adults to go) £850	Enable Teachers to be secure in delivery of PE, assessment and progression. Teachers reported they developed more confidence and ideas Year two are now following the REAL PE programme. This shows progression from year one who were already using it. Year one are going to trial the REAL dance programme to ensure all knowledge and skills are covered Staff confidence in delivery learning beyond the everyday PE lead to be supported by Active Surrey Year one teacher attended a tennis course and has secured some coaching for the Summer term and feels more confident in teaching tennis	Purchase GET SET4PE Trial it for one year Devise a curriculum based on GETSET4PE which is balanced, broad and building upon knowledge and skills PE lead to access more resources from Active Surrey. Continue to attend any future training sessions to keep up to date with best practice and share any information with staff.

Evaluation:

Confidence in sports has increased

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

				10%
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:
	Paint playgrounds Purchase professionally drawn orienteering map of the grounds, software to enable us to design own courses New resources – audit to be carried out	£ funding above £500 £750 £500	Children develop knowledge of sports beyond those taught in school Children have access to playtime games throughout the year Basketball, football and tennis are available on a rota Orienteering available to all year groups We have now got an interactive map of the school. Teacher have had training on how to use this. Orienteering is becoming more included in the curriculum – eg Year one children going on a dinosaur hunt.	Repaint playground to ensure sustainability for next school year Continue to carry out equipment audits once a year and purchase further resources should it be needed Broaden the range of activities and time available to increase provision..
<p>Evaluation: The children have been offered a wide variety of sports – some one offs and some longer</p>				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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 develop opportunities to compete in sports with other schools.	KS1 star mark? Skipping workshop and then link with Hale school to run a skipping afternoon Lunchtime staff to visit Cross farm to develop lunchtime play and outdoor provision Kite champions day KS1 events to compete with Farnham Brightwell's tennis	£145 £ 250 £ 200 supply for lunchtime £100 Extra staff £300 cost of transport and staff	Children participate in competition – Aldro, champions day, sports day, multi sports and local competitions. This has given the children a chance to be competitive in a safe and encouraging environment Skipping has become more prevalent since the workshop. Children are using the skills they learned and competing against themselves and each other	Skipping workshop to introduce new starters and build on knowledge and skills Monitor the impact of the competitions. Gain teacher feedback about the progress of less confident children and their willingness to take part
Evaluation Increased number of competitions participated in				

Signed off by current total £ 16678	
Head Teacher:	Ali Stone
Date:	30 th June 2022
Subject Leader:	Ali Stone
Date:	30 th June 2022
Governor:	Chris Cary

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Date:	
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