

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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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.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

Delete as applicable

If NO, the following section is not applicable to you

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.

Carry Forward from 2021 £	£3000	Revised		
Academic Year: 2021/22	Total fund allocated: £16560	Date Updated: Summer term 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: x%
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 maintain a high level of physical activity throughout the day in order to increase concentration and deepen understanding of key skills. To provide opportunities for all children to access outdoor learning and physical activity to support wellbeing and the development of their resilience	Extend/ more frequent outdoor learning opportunities throughout the week. Try daily/ 5X a week Planning and resources; CPD Maintain resources; staff training; opportunities through SOLD; Ensure each class is fully equipped for quick and easy OL lessons achieve Gold Mark LOTC. Consider team building activities – bought in? (Investigate who and how) Regular update/resourcing of games and equipment offered during lunch breaks: skipping ropes; hoops; balls; circle/playground games; trim trail; climbing frame.	£4000 Plus £3000 left over from last years £2000	Children are active throughout the day. Observations from learning walks Children have appositive attitude to learning Children relationships with each other is good (observations through playtimes) Hands on, outdoor experience will improve concentration and learning, monitored by outdoor lead and used more often than not. SOLD award- achieved by 2022 Climbing, slide, inaccessible area of playground now accessible	

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	Develop the lunch club activities & maintain (TA /play lead) extra resources for different bubbles?		Outdoor learning will encourage walking, running and climbing to support physical development as well as developing exploration skills. Play leader at lunch time will ensure physical skills are developed and resources are fit for purpose. Playtime games – happen in bubbles. Timetable of activities	
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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:
				%

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	Weekly session timetabled with the professional sport coach.	£3600	Professional sports coach raised the profile of PE ensuring the children and are motivated to keep active	Monitor PE lessons and planning
Mental health and wellbeing of Children- support groups/individual	Targeted interventions for PD, and Mental health and wellbeing (Create	£2669	Targeted support via therapy Children have increased understanding of keeping body	

<p>Active learning to continue during lessons</p>	<p>Hope) Play Therapy to build self – esteem. LSA costs 6 hrs p/week</p> <p>Termly refresher on how to keep active in class/ share good practice</p> <p>Bring your bike to school every term Fun fit morning.</p>		<p>healthy and mind healthy. – TA supporting in classes to support Mental health and relationships, using outdoor areas and fitness to support this.</p> <p>Teachers encourage active learning</p> <p>100% of children participate</p>	

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Opportunities for staff to increase skills in teaching PE and sport.	Yoga using cosmic kids Cyber coach Jump start Jonny Membership to Surrey Active Yoga training Work with sports professionals Continue with Inclusion sports lead support	£500 £270 £50 £850 1650 See above	Staff continue to offer an exciting curriculum which ensures children remain active. Staff promote a positive attitude to an active lifestyle PE lead updated from active surrey and information shared with staff Yoga taught regularly	
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>Additional achievements:</p> <p>Ensure a range of activities are available for all children to maintain a physical lifestyle.</p>	<p>Weekly yoga sessions taught by trained CT and/or TA in each class.</p> <p>Workshops throughout the year.</p> <p>Extra-curricular clubs, before, during and after school.</p> <p>Enrichment after school activities</p> <p>Run two sports weeks in the academic year – to try different sporting activities- arrange for sports coaches</p> <p>Skipping session for children and training for staff</p>	<p>£285 +90+120</p>	<p>Children have a range of opportunities to become active members of society. Impact a positive healthy attitude, towards physical activity for life. Every class teaches at least one yoga session a week</p> <p>September more out of school activities on offer.</p> <p>All children active either in school or out of school clubs</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Improve the competitive sports in school and with local schools	<p>Aldro- football Tag rugby with Badshot Lea School Skipping? Practice to ensure all children gain a healthy 'need to achieve' attitude.</p> <p>Team resources (bibs, balls, nets, ropes hoops, playground paint</p>	£250	Children will develop a healthy attitude to competitive sport.	

Signed off by	
Head Teacher:	Ali Stone
Date:	14 th June 2021
Subject Leader:	Ali Stone
Date:	14 th June
Governor:	Annie Hughes
Date:	14 th June