

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16560
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3000
Total amount allocated for 2021/22	£16560
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19560

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: £16560		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: 46%
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 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>Extend/ more frequent outdoor learning opportunities throughout the week. Try daily/ 5X a week Planning and resources; CPD</p> <p>Maintain resources; staff training; opportunities through SOLD; Ensure each class is fully equipped for quick and easy OL lessons achieve Gold Mark LOTC.</p> <p>Consider team building activities – bought in? (Investigate who and how)</p> <p>Regular update/resourcing of games and equipment offered during lunch breaks: skipping ropes; hoops; balls; circle/playground games; trim trail; climbing frame.</p>		<p>£4226Plus £3000 left over from last years</p> <p>£2000</p>	<p>Children are active throughout the day. Observations from learning walks</p> <p>Children have a positive attitude to learning</p> <p>Children relationships with each other is good (observations through playtimes)</p> <p>Hands on, outdoor experience will improve concentration and learning, monitored by outdoor lead and used more often than not.</p> <p>SOLD award- achieved by 2022 Climbing, slide, inaccessible area of playground now accessible</p>	<p>November 2021 To date- struggling to get someone in to re landscape. Had quotes - £18K! New quotes – works start in the summer holidays</p> <p>One team building session – children report they enjoyed it Second team building – fantastic</p> <p>Another staff member trained in SOLD</p> <p>Award Achieved</p>

	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	Play leaders in the summer term -after winter covid risk assessment Bubbles stopped and games lead by TA
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Children report Team building was fun and they enjoyed working together
 Relationships are improved
 Playground games – planned rotation of toys and games
 78% of children in the autumn term are active sports in school or out of school
 26% of children are doing our after-school clubs (only dance/ tennis running in autumn term)
 Mainly reception children not doing any sports in Autumn term
 Spring/summer term clubs running tennis/ dance and multisport 60% attendance
 Outdoor learning Award -Silver

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 32%
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. Children active throughout lesson. Autumn 1 learnt Tag rugby Spring term basketball – excellent provision Play therapy for 4 children.
Mental health and wellbeing of Children- support groups/individual	Targeted interventions for PD, and Mental health and wellbeing (Create Hope) Play Therapy to build self – esteem. LSA costs 6 hrs p/week	£2669	Targeted support via therapy Children have increased understanding of keeping body healthy and mind healthy. – TA supporting in classes to support Mental health and relationships, using outdoor areas and fitness to support this.	Elsa group Sensory circuits running everyday as from Autumn 2
Active learning to continue during lessons	Termly refresher on how to keep active in class/ share good practice Bring your bike to school every term Fun fit morning.		Teachers encourage active learning 100% of children participate	PE lead to monitor Learning walks indicated active learning
<p>Evaluation</p> <p>Autumn 1 learnt Tag rugby and football taught – coach now takes after school session which is sold out</p> <p>Learning walks show active participation in lessons</p> <p>Sports session have been excellent – children have enjoyed and learnt new multi skills</p> <p>Teachers have report they have learnt new ideas and skills form coach Katie</p>				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
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	Sustainability and suggested next steps: Staff review feedback and look at CPD accordingly Maintain investment in SOW and resources as required
Evaluation Yoga confidence increased as reported verbally by staff Yoga taught in lessons and also carried out between lessons Jump start Jonny used twice a week in breakfast club and in after school club Active Surrey training attended				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Ensure a range of activities are available for all children to maintain a physical lifestyle.	Weekly yoga sessions taught by trained CT and/or TA in each class. Workshops throughout the year. Extra-curricular clubs, before, during and after school. Enrichment after school activities Run two sports weeks in the academic year – to try different sporting activities- arrange for sports coaches Skipping session for children and training for staff	£285 +90+120	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 September more out of school activities on offer. All children active either in school or out of school clubs	One session for children in Yoga a week – not always in PE Questionnaire Re sporting activities for Spring/summer term
<p>Evaluation</p> <p>One sports week to be run, due to Covid</p> <p>Skipping training enabled the children to play different games.</p> <p>Yoga taught in Autumn term; Spring term moves used in the classroom not as a PE lesson</p> <p>Skipping need to look at refresher training for TA and how to use at playtimes, and link with other schools have a skipping workshop session</p> <p>Children report they love PE sessions particularly with coach Katie, 'they are fun'</p>				

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	Aldro- football Tag rugby with Badshot Lea School Skipping? Practice to ensure all children gain a healthy 'need to achieve' attitude. Team resources (bibs, balls, nets, ropes hoops, playground paint	£250	Children will develop a healthy attitude to competitive sport.	Rolling programme of replacement equipment Need to continue next year
<p>Evaluation</p> <p>Termly KS1 competitions- needed for the future</p> <p>Work with Hale school for interschool competitions</p> <p>Aldro every September</p>				

Signed off by	
Head Teacher:	Ali Stone
Date:	14 th June 2021 reviewed 30 th June 2022
Subject Leader:	Ali Stone
Date:	14 th June

Governor:	Chris Cary
Date:	14 th June 2021 Reviewed 30 th June 2022

Expenditure

£16560 +£3000= £19560

Total Spend to date:

£19560-1325.51= £6303.49 (Money left for works to be carried out in the summer holidays)