

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	£8425
Total amount allocated for 2020/21	£25221
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8425
Total amount allocated for 2021/22	£25,221
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,221

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>	%69
<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>	%57
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%33
<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

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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:		
Key indicator 1: The engagement of all 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:
-Provide arrange of physical activity options at lunchtimes.	Purchase of additional equipment available specifically for lunchtimes including (but not limited to) range of balls, hula hoops, skipping ropes, raquets, nets.	£3000	89% of children surveyed reported that they regularly participate in games involved running, jumping or throwing and that they only sit down when eating their lunch.	Equipment to be maintained and properly stored.
Playground zones to be developed to encourage physical activity – sports leaders to be reintroduced as part of this.	Playground staff informed of appropriate equipment. Midday staff trained so that they can lead activities at lunchtimes.		Increased variety and opportunity for children to participate in physical activity by choice in their free time during lunchtimes.	Feedback given from lunchtime supervisors about which equipment works best. Pupil voice groups and further surveys to be completed to track change over the year.
Reintroduce the Skip2Bfit challenge.	Skipping ropes to be counted and reordered to ensure all classes have access to these (including the new class).		Children can participate in daily physical activity towards their 30 minute total in a friendly competitive environment with an emphasis on personal best.	This must be reintroduced with another potential visit from Skip2Bfit leaders across the school. Ropes to be stored properly indoors to increase

<p>Increase the amount and variety of clubs on offer at different times of the school day. A particular focus to be on PP children and SEND.</p> <p>Children also targeted for reasons such as lateness = morning clubs.</p>	<p>New equipment for “niche” clubs such as New Age Kurling equipment and indoor dodgeballs.</p>		<p>The amount of PP and SEND children attending clubs to be monitored across the year through surveys (terms 2, 4 and 6).</p>	<p>longevity of equipment.</p> <p>Pupil voice feedback taken from children attending clubs.</p> <p>Teachers to give feedback on clubs.</p>
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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	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed? :</p>	<p>Sustainability and suggested next steps:</p>
<p>School sporting achievement to be recognised and celebrated publicly.</p> <p>Dance/gym encouraged as part of assemblies and given a chance to perform to the school if part of a group/club.</p> <p>Children to access opportunities to witness high-level sport in elite stadiums/facilities.</p>	<p>News shared on notice board, in assemblies and on social media.</p> <p>Sports star of the term reintroduced with male and female winners each term.</p> <p>Also include celebrations of external achievements publicly.</p> <p>Organisation of a trip to watch WSL football match.</p>	<p>£500</p> <p>(Trip funded by donation)</p>	<p>Children are proud to share their achievements.</p> <p>There is a “buzz” around school when discussing sport and physical activity.</p> <p>Children are inspired to participate in clubs because of these celebrations.</p> <p>Feedback from children. Children, including boys, stating that they, “didn’t realise women’s football was so good.”</p>	<p>Trophies to be continued.</p> <p>Icons celebrated across the school from a diverse cross-section of people (women, ethnic minorities and sexual orientations).</p> <p>Children to write reports as part of using sport to improve writing motivation.</p> <p>News of trip spread across the school. Available to as many children as possible. Attendees encouraged to continue watching women’s football after the trip.</p>

Whole school sports week to be held to raise the profile of sport and for sport to be used as a writing motivation.	Various opportunities (including fundraising – race for life, external club visits and sports days) made available. PE leader to work alongside English team to develop writing motivation sources for the whole school writing topics.	£1000	Feedback to be gathered from parents. External clubs to give out leaflets to encourage children to join clubs outside of school.	Contacts for clubs details to be kept. Photos/other celebration material to be displayed to also raise profile.
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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 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:
Staff confidence to be increased. Teaching of PE is of a high-standard across the school (good to outstanding). Progress among pupils is to be “good” at a minimum for all pupils.	All teachers to receive CPD in the area of PE, with a focus on ECTs and staff new to Polegate. Primary PE specialists will work alongside teachers to deliver curriculum content, with the expectation that teachers use this to develop their own skills. Zara Breeze – Gymnastics & Dance All teachers will have at least one term working with Zara, ECTs have access to 2 terms. Gymnastics/dance is an area highlighted by staff as least confident. Look into sending further teachers	£8500	Staff surveys completed and feedback given. Staff more confident to teach the second gym/dance topic having completed a term with the specialist. Opportunities available for staff to receive feedback on their PE teaching from specialists. Specialist teachers also used to run additional clubs. Increased confidence for staff to run clubs.	Participation in team teaching lessons to be monitored by PE lead. Feedback given from PE specialist about confidence levels of staff. Further CPD opportunities to be advertised to all staff as they become available.

	to complete the FA Primary Teachers Award.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>The number of children attending extra-curricular clubs in increasing throughout the year.</p> <p>Broaden the available times of extra-curricular clubs across the school day.</p>	<p>A range of extra-curricular clubs available throughout the year for all ages and ability levels.</p> <p>Target children to be highlighted through surveys (PP, SEND, inactive)</p> <p>Clubs made available before school, at lunchtime and after school.</p>	£500	<p>The current list of clubs so far this year (terms 1-3) include:</p> <ul style="list-style-type: none"> Basketball – KS1 Basketball – KS2 Football Squad (Boys) – Y5/6 Football Club (Girls) – Y4/5/6 Gymnastics – KS1 Hockey – KS2 Running Club – Y3/4 Great Outdoors – Y1/2 Box2Bfit – KS1 (run by sports leaders) Dance – KS2 Netball – Y4/5/6 Dodgeball – Y5/6 <p>Links made to local clubs.</p> <p>Being part of Eastbourne SSP increases opportunities for</p>	<p>Staff continue to run clubs based on passion and specialism.</p> <p>Membership of Eastbourne SSP to continue.</p> <p>Continue to link with other schools (primary and secondary).</p> <p>Ensure all pupils have opportunities to represent their school (not necessarily competitively).</p>

<p>Additional Swimming</p> <p>All pupils to be confident in water.</p> <p>All pupils to receive swimming teaching during the year.</p> <p>Additional achievements:</p> <p>Introduction of SEND Kurling club targeted at those less likely or unable to access traditional sports.</p>	<p>All year groups receive swimming lessons weekly during terms 5 and 6.</p> <p>Pool to be maintained and ready for use.</p> <p>Lifeguards trained.</p> <p>Resources purchased to support staff in swimming training.</p>	<p>£3900</p>	<p>festivals and access to better facilities (use of local high schools for larger events, leaders made available from high schools).</p> <p>Increased water confidence and basic swimming levels.</p> <p>School is located near to the coast so swimming is viewed as a life skill.</p> <p>Children are confident enough to attend the school swimming gala.</p> <p>By the END of year 6, 90% of pupils are targeted to achieve 25m unaided.</p>	<p>Children build on skills learnt year on year.</p> <p>Children encouraged to continue swimming externally.</p> <p>Trained staff maintained as lifeguards.</p> <p>CPD researched and made available for members of staff.</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:
<p>Increase the number of children participating in competitive events at an inter-school level.</p> <p>All children have opportunities through competitions and mini games at events such as festivals, Panathlon etc.</p>	<p>Continued participation in the Eastbourne SSP.</p> <p>Football teams developed across a range of year groups.</p> <p>Friendly competitions and intra-school events to be organised in a range of sports, not always in traditional sports.</p> <p>Specialist staff used to develop teams (such as gymnastics).</p>	£300	<p>Continuing to seek out and make the most of competitive opportunities despite continued COVID restrictions and difficulties.</p> <p>A chance to target and increase those representing the school as more opportunities arise and COVID restrictions and worries lift – plan to increase this particularly in terms 4, 5 and 6 with extra outdoor opportunities.</p>	<p>Continue partnership with Eastbourne SSP.</p> <p>Continue linking with local schools.</p> <p>Children encouraged from a young age to create a lifelong love of sport and physical activity therefore increasing participation as they move through the school.</p>