

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • School Games GOLD for the last four academic years • Nominated 3 times for Active Sussex Primary School of the Year • Sport England Primary Spaces Award winner • Hastings & Rother SGP commitment to inter-school competition award • All pupils attending 2 hours of weekly PE in addition to daily physical activity interventions and a range of extra-curricular sports clubs. • 60% of all pupils regularly attending extra-curricular sports/activity clubs 	<ul style="list-style-type: none"> • Ensure all pupils leaving school have reached minimum National Curriculum requirements for swimming • Promote active learning across the school to reduce sedentary behaviour and improve knowledge of importance of PE • Link PE and Sport with the school development plan • Further increase the opportunity for physical activity during the school day • Encourage physical activity beyond the school day • Ensure teachers develop knowledge of assessment in PE

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES *

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

Total amount carried over from 2019-20	£1,770.00
Total amount allocated for 2020-21	£16,530.87
How funding is calculated	Schools receive funding based on the number of pupils in Years 1 to 6. This data is taken from the January census. Schools with 16 or fewer eligible pupils receive £1,000 per pupil. Schools with 17 or more pupils receive £16,000 and an additional payment of £10 per pupil.
Total carry over into 2021-22	£5,230.00

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £1,770	Date Updated:	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £1,170
Intent	Implementation	Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions.	Carry over funding allocated.	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?
Introducing a regular after school club to all pupils across all key stages. Delivered by the PE Coordinator.	After school, multi sports offered to all year groups initially in bubbles due to the restrictions. Complying with the government guidelines on when after	Staffing = £1770	The profile of dance has been highlighted engaging pupils who would not necessarily engage in an out of school setting. Allowing students to
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?
			Offering multisport after school sessions enables pupils to engage a variety and wide range of sports. The PE Coordinator to encourage and

	<p>school organised clubs can take place.</p> <p>Introducing a regular dance session to all key stages in an afterschool setting.</p>		<p>engage in exercising to music developing fitness levels including basic anatomy and physiology, having an awareness of the body and exercises to keep yourself conditioned. Creatively pupils had an opportunity to explore and develop.</p> <p>Extra-curricular activities attended by</p> <p>Term 2 Dance Year 1 and 2 30% . Term 2 badminton and table tennis. Year 5 and 6 36%.</p> <p>Term 4 Multisport Year 3 and 4 30%. Year 5 and 6 30%.</p> <p>Term 5 Multisport Year 3 and 4 44%. Year 5 and 6 36%.</p> <p>Term 6 EYFS and KS1 50%. KS2 40%.</p>	<p>engage with relevant external providers. Signposting pupils and families to established community groups.</p>
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<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.</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>No data on this as no swimming lessons taken place between March 2019 -July 2021, due to Covid-19 restrictions.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>% No data on this as no swimming lessons taken place between March 2019-July 2021, due to Covid-19 restrictions.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% No data on this as no swimming lessons taken place between March 2019-July 2021, due to Covid-19 restrictions.</p>
<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>	<p>No</p>

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: £16,530.87		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: 26%
Intent	Implementation		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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Increase the amount of activity during playtimes.	<p>Purchase specific playtime equipment. Including traditional playtime equipment, to encourage activity and creativity of playground games. Across EYFS and KS1 and KS2.</p> <p>Netball has been covered as part of team games on the PE curriculum, in KS2, resulting on the purchase of new netball posts. The equipment is actively encouraged for use during break and lunchtimes.</p>		Equipment=£367.00	<p>Playtimes are visibly more active, and the variety of equipment and activities ensures everyone is involved.</p> <p>The use of netball posts being available of pupils during their own time has created a link that pupils continue the skills learnt in PE on to the playground. This has impacted on the pupils actively organising their own team sports during break times.</p>	Improve effectiveness of playtimes by training new sports leaders and establishing a play policy.

<p>Pupils to learn how long they should be active for and the importance of an active lifestyle.</p>	<p>Active lessons to be incorporated when possible. Fitness and conditioning covering basic anatomy and physiology, combined in exercise to music sessions. Delivered by the PE Coordinator.</p>		<p>The profile of exercising to music has been lifted, enabling students to link in school PE with activities that are available in community and or online activities.</p>	<p>Linking in with the school newsletter promoting online activities that are available. Creating the sustainable use of pupil's online activity to promote an active lifestyle. For example, Active Sussex online games that can be completed out of school hours.</p>
<p>Teacher training on importance of physical activity and how to incorporate into daily timetable.</p>	<p>Active break times and lunchtimes available and promoted every day. Lunchtime activities to be varied and designed to attract less active pupils.</p> <p>PE Coordinator to attend training and disperse to staff through twilight training.</p>	<p>Staffing =£4000</p>	<p>All teachers now aware of the importance of regular activity and have begun incorporating into their daily routines.</p>	<p>Improved teacher knowledge ensures the impact of the PPSP will continue beyond its lifespan.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24%
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:
PE and Sport displays to be updated regularly and be made more informative, to encourage reading and to promote the School Games values, improving behaviour and character of pupils.	Produce displays and promote to pupils at every opportunity.	Staffing = £2000	Displays have been created and utilised during PE lessons in order to promote opportunities for reading.	Photos of the display have been taken and resources used stored so that it can easily be recreated again.
Offering afterschool sports and dance sessions to all pupils.	Afterschool multisport sessions offered across EYFS and KS1 and KS2. Afterschool dance sessions offered across all year groups.	Staffing=£2000	Increased profile of dance across the school. All clubs are free for pupils allowing pupils that are not engaged in out of school clubs the opportunity to try new sports/activities.	Open the offer of after school clubs to external instructors with a variety of different activities.
Link School Games Values with whole school values and praise/reward pupils when demonstrating these values.	Utilise newsletters/website/school social media to inform parents and wider community of school sporting success stories.		Pupils have been awarded School Games Value awards throughout the year. More pupils are demonstrating these values.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.1%
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 confidence and competence of PE teaching across the school ensuring pupils have a positive experience of being active and are motivated to continue outside of school, assisting with physical literacy and a lifetime love of being active.	<p>Sussex cricket coach to work with a teacher across a term delivering insight to the sport.</p> <p>PE Coordinator to attend all necessary training provided through the Hastings & Rother Sports Partnership (HRSGP).</p> <p>Purchase Active Sussex PPSP & Health Assessment wheel.</p>	<p>Free</p> <p>£20</p>	<p>Year 5 and 6 pupils have had the opportunity in this unsettled time to experience the knowledge of a professional cricket coach within their school environment. The 6 week coaching session was enjoyed by the pupils. Some already attend an external club and were able to develop their existing skill, and some gained new skills with this experience.</p>	<p>KS2 teacher and assistant to attend the sessions as part of a CPD programme delivered by the Sussex Cricket coach. The PE Coordinator has signed up to the provider for ongoing training and support that can be filtered down to teachers and teaching assistants.</p> <p>All Stars Cricket (via Sussex Cricket) was advertised in the school newsletter giving all pupils the opportunity to engage with an external provider, strengthening community links.</p> <p>Improving teacher and subject leader knowledge ensures the impact of the PPSP will continue beyond its lifespan.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
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 do now? What has changed?:	Sustainability and suggested next steps:
Continue to offer a broad range of sport and activity opportunities to pupils to encourage all pupils to find something they enjoy and will participate in.	PE continually taught during full and partial school closure period. Continue and fortify current links with local clubs and leisure facilities.	£2913	100% of pupils attending through partial closure have participated in a minimum of one competition. The Active Sussex Winter Games was greatly received by pupils attending through full or partial lockdowns as many new winter sports were presented to many pupils. Enriching their knowledge of sporting world events.	Through the positive relationships made, clubs/coaches are already providing their services to school free of charge in order to recruit pupils towards clubs and sports. The PE Coordinator to keep up to date with the programmes that Active Sussex provide and when able to deliver and participate in events.
Additional achievements: We have successfully been able to deliver PE sessions to pupils during partial lockdowns. When restrictions allow we have delivered afterschool clubs including, badminton, table tennis, multisport				

<p>and dance to all pupils across all key stages.</p> <p>Successfully offered a sports day to all pupils.</p>				
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**Where multisport sessions are referenced in this document, the range of sports includes: badminton, table tennis, hockey, football, netball and rounders.*

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>HRSGP membership will allow pupils to experience a range of different inter-school competitions and festivals.</p> <p>Intra-school online competitions to take place. All pupils will experience competition throughout the year.</p>	<p>Join HRSGP for the academic year and attend competitions and festivals when possible.</p> <p>Attend and promote all available competitions provided through:</p> <ul style="list-style-type: none"> • Hastings and Rother School Games Partnership • the Rye Sports Cluster • NGB local competitions • Local friendlies • Virtual competitions • Offer of a combination of personal challenge, virtual competition and intra/inter-school competition within school time. 		<p>All pupils attending school during partial closure to partake in Sussex Winter Games. All pupils learning from home to be offered the opportunity to participate from home. Working with pupils who attended through lockdowns showed a significant level of enjoyment having participated in wider school competitions.</p>	<p>Inter-school competitions have been organised between schools where no additional cost or staffing is required.</p>
£5,230 carried over 21-22.				

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