

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£9,000
Total amount allocated for 2020/21	£18,360.
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,996.
Total amount allocated for 2021/22	£19,180.
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,876.

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>	75%
<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>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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/No

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: £18,360.		Date Updated: 20/06/22	
<p>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</p>					Percentage of total allocation: 39%
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: £7.006.	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>1. All children engage in and recognise the importance of regular physical activity for their mental and physical well-being.</p> <p>2. A positive culture integrates physical activity into the school day through active travel to and from school, active playgrounds and active lessons.</p> <p>3. What children know and learn is consolidated through links with local secondary schools and community sports clubs.</p> <p>4. Children (and adults) act as role models for mental and physical well-being through Sports Leaders.</p> <p>5. Encourage use of astro turf during PE curriculum time, extra-curricular activities and children’s break and lunch time.</p> <p>6. To make sure all students have</p>	<p>1. Astro-turf maintenance. Grass cutting and athletics track.</p> <p>2. Introduce greater range of sports clubs.</p> <p>3. Strengthen links with local secondary schools and community sports clubs.</p> <p>4. Continue to develop use of the astro for curriculum PE, extra-curricular activities and break times and broaden activities on the astro for all year groups. Encourage children to lead activities at break and lunch times, along with running sporting activities throughout the year (i.e. sports relief).</p> <p>5. Allocated areas of playground/astro-turf to each sport. Additional staffing for active playtime.</p> <p>6. Purchase high quality equipment and kit to cater for all</p>		<p>5. £1600 (TA costs for the year)</p>	<p>- Children participate regularly and make progress through weekly assessment.</p> <ul style="list-style-type: none"> • Attitude towards learning improved – better concentration in afternoon lessons. • Sport Leaders help with the organisation of the sporting activities. • Children identified as inactive show increased engagement in sport. • Increased numbers of children engaging in active journeys to and from school. • Positive impact on behaviour (at lunch times) and learning in the afternoons through professional dialogue between teachers and TAs. <p>Children are successfully able to</p>	<ul style="list-style-type: none"> • A broader range of activities on the AstroTurf increases engagement, especially from inactive children. • ‘Active 10’ and before-school running club firmly embedded in the everyday school routine. • Replace and improve equipment when required. • Develop systems to monitor the amount of children participating in clubs and teams. • Increase the number of in and out of school ‘friendlies’. • Increase opportunities for all year groups to have taster sessions on a variety of different sports.

<p>high quality, sustainable equipment and kit for lessons and clubs.</p> <p>7. To provide children with swimming lessons x2 per week for Years 3, 4, 5 and 6.</p>	<p>lessons and clubs.</p> <p>7. Purchase group swimming lessons for all KS2 children.</p>	<p>7. £3966</p>	<p>complete lessons and planning effectively due to an increased quality of equipment to stretch and challenge.</p> <ul style="list-style-type: none"> Amount of children participating in a range of sports across the academic year. 	<ul style="list-style-type: none"> Children able to part in a number of new events run by Farnham Sports Federation due to exposure to these sports within school time and after school.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 0%</p>
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: £0</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>
<ol style="list-style-type: none"> The profile of PE is high to ensure children are enthusiastic about PE and extra-curricular activities. Dedicated videos and celebrations displayed on the video walls and screens across the school. The school environment emphasises mental and physical well-being. Positive sporting role models are used to inspire children. Visits from role models/local sporting personalities enable pupils to identify with success and aspire to be a local sporting hero (COVID permitting). 	<ol style="list-style-type: none"> Inform parents of what the children are covering in PE and Games and promote the wide variety of clubs and sporting activities. Use of the screens to promote physical activity. Mental and physical well-being promoted through a broad and balanced PSHE+C curriculum. Continue to make sure the screens are updated. One member of staff to be responsible for the display of sporting role models. Create a list of role models to invite to talk in assembly. 		<ol style="list-style-type: none"> Positive response from parents regarding the sports updates in newsletters. Screens commented on during learning walks and when visitors are shown around. Increased numbers involved in a range of sporting activities. Children can articulate why sport is important for mental and physical well-being. Children engage with displayed materials on a daily basis. 	<ul style="list-style-type: none"> Purchase trophy cabinets in reception to ensure sport is very visual. Replenish equipment for active play when needed. Ensure a sporting role model/local sporting personality visits at least once a year for each year group. Strengthen links with local secondary schools and community sports clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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: £800	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> Staff are confident to teach a range of sports. Training (teachers and TAs) supports a wide variety of sports. Planning of teaching and learning across KS1 and KS2 enables staff to feel confident in delivering the NC. Staff are able to use the reviewed planning (with detailed coaching points) to confidently teach a range of sports. PE/Games Coordinator to be up to date with latest developments, including OFSTED framework. 	<ol style="list-style-type: none"> Audit of teacher and TA confidence in teaching different sports through the use of a staff questionnaire. Provide staff training on twilight sessions / INSET days. PE Coordinator to provide 1:1 support and first hand advice. PE Coordinator to attend Active Surrey workshops. 	4. £800	<ol style="list-style-type: none"> Better subject knowledge from teachers and TAs, therefore, confident to take a more active role in lessons/lunchtimes etc. Especially in the running of 'Active 10' for TA's. Subject leader more confident when undertaking lesson observations - able to provide effective feedback and lead discussions. Skills, knowledge and understanding of teachers and TA's have increased significantly due to 'twilight' sessions with experienced/expert practioners. PE Coordinator is confident on providing staff on up to date advice and guidance regarding PE and is able to establish clear goals and targets in line with the curriculum 	<ul style="list-style-type: none"> Continue to train staff by ensuring they choose the appropriate course for them. Continue to use twilight sessions / INSET days to provide training. Ensure all new staff are trained in the safe practice of equipment (particularly the apparatus equipment). Staff work together/share good practice, leading to better confidence and more staff keen to get involved thus ensuring extra activities will continue and expand. PE Coordinator runs a staff meeting on the OFSTED framework and what they are looking for within PE and Games lessons.

			and OFSTED framework.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
58%

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: £10,654.92	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> All children across the school are provided with opportunities to experience a broad range of physical activities so they are both physically and mentally well. To increase the range of clubs offered to the children, including those that relate to mental health and well-being. To create further links with the local sporting and school community (COVID permitting). To replace and replenish damaged equipment in a variety of sports. Replace PE shed to preserve 	<ol style="list-style-type: none"> Ensure all events (competitive and festivals) run by the local sports confederation are entered, providing transport where required. Ensure as many events run by 'Active Surrey' (from 'aspire' to 'higher') are entered, providing transport where required. Increase the amount of sporting taster workshops for all year groups, enabling them to participate in a broad range of different physical activities. Provide seasonal extra-curricular activities for all children to take part in. Clubs list revised every term. Increase sporting opportunities with local school offering 		<ol style="list-style-type: none"> Each year group across the school has had the opportunity to participate in a number of events across a range of sports, across all abilities. Each year group involved in extra- curricular activities and all teachers feel more confident teaching new activities. Links have been set up with two local schools. Running of inter-school friendlies, tournaments and walk through matches to support development of all teams. Allows children to successfully participate in lessons and be able to complete activities. Teachers and TAs able to support children effectively. 	<ul style="list-style-type: none"> Continue to target inactive children and those who lack opportunities outside school for extra sporting provision. Develop systems to monitor the amount of children participating in clubs and teams. <ul style="list-style-type: none"> Increase the number of in and out of school 'friendlies'. Strengthen links with local secondary schools and community sports clubs.

<p>equipment for future years.</p> <p>6. Encourage children to take part in a range of sporting activities.</p>	<p>friendlies and small tournaments for both 'A' and 'B' teams.</p> <p>4. Purchase equipment to replenish any damaged equipment and resources across a range of sports and allow children to experience a greater variety of sports and activities.</p> <p>5. To purchase a new waterproof shed with increased capacity to accommodate greater range of sporting equipment for a two form entry school.</p> <p>6. Running of 'Aspire' Sports Academy with 3 qualified members of staff.</p>	<p>4. £4,614.92</p> <p>5. £4600</p> <p>6. £1,440 (Staff Costs)</p>	<p>5. Allow for equipment to be maintained and be readily available. Allow for greater space for new equipment being bought.</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: £200	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ol style="list-style-type: none"> All children have opportunities to participate in competitive events within the confederation (opportunities for children who don't often participate in sports and for those talented children). All children have opportunities to participate in competitive sport, both intra-school and inter-school competitions. Use of Astro Turf to inspire children to develop physically, in preparation for competitive sport. 	<ol style="list-style-type: none"> Regular involvement for inter and intra-school competitions for all children. Taking multiple teams to competitions to allow for all students to take part. All children to participate in a competitive event. Competitive matches are played at the end of each scheme of work within each class/consistent group. 	£200 (Travel Costs)	<ol style="list-style-type: none"> Each year group across the school has had the opportunity to participate in a number of events across a range of sports, across all abilities. Children are able to participate in a range of sports and events across the academic year, ranging from 'Aspire' events to 'Elite' events. Each child gets the chance to play competitive match scenarios over the course of each scheme of work, to use the skills and tactics they have learnt over the course of the half term. <ul style="list-style-type: none"> Continue to enter as many competitions as the timetable allows. Enter more tournaments to allow 'inactive' children the opportunity to participate in variety of sports and activities. Encourage more-able children to join sports clubs and associations.

Signed off by	
Head Teacher:	Mr G. West
Date:	22.06.2022
Subject Leader:	Mr L. Farrell
Date:	22.06.2022
Governor:	Mrs S. Shoveller
Date:	19.07.2022