

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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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"> • Increased outdoor learning opportunities. • Broader range of activities and sports available. • Greater selection of inclusive equipment and resources have increased activity levels and supported the development of fundamental movement skills. • Funding has supported external recognition and awards: <ul style="list-style-type: none"> ○ Youth Sport Trust Gold Quality Mark ○ School Games Silver Award ○ Challenge Partners – Area of Excellence • Raising attainment in swimming to work towards NC recommendations. • Introduce Motor Training Activity Programme (MATP) and collaborate with Special Olympics to establish YE as host venue. • Increased competitive opportunities both inter and intra school through school links and school games programme • Introduced Youth Sport Trust innovation programmes – healthy movers and teach active • Development of cycling, with all students having adapted trikes. • Development of more active curriculum • Upskilling of staff to deliver a range of sports and activities • Development of a range of resources and videos to support home learning • PE LSA undertaking Primary PE level 5 qualification • Established links and collaborated with a range of National organisations to support our provision. These include Youth Sport Trust, AfPE, Special Olympics, National Governing Bodies (NGB's) and Panathlon. • Established links and collaborated with a range of local/regional organisations and providers to support our provision. These include active surrey, community golf, sussex disability cricket 	<ul style="list-style-type: none"> • Increase physical activity levels for all, with aim of 60 minutes per day as the target as recommended by chief medical officer • Increase primary core PE time to 3 hours. This will include 1 hour of swimming • Appoint a school games lead to co-ordinator this provision and further establish school links for further competitive opportunities and increase participation in school games. The aim is all students to attend at least one event per term • Appoint a club co-ordinator and establish sports/activity clubs provision.

Did you carry forward any underspend from 2019-20 academic year into the current academic year?

YES/~~NO~~* Delete as applicable

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

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

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: £724	Date Updated:13/1/21	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				£ 724
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: £724	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?
Increase literacy and numeracy attainment levels by fully utilising the Youth Sport Trust Teach Active programme. Increase engagement and activity levels. Further develop a meaningful active curriculum.	Purchase and re-subscribe Teach Active membership Refresh school staff training through online sessions Teachers and LSAs to implement Teach Active into the curriculum Purchase resources to support the delivery of the programme		£850	Increased levels of daily activity Increased staff confidence and competence in delivering these activities and using the programme Home learning activities used successfully during the pandemic All classes supplied with sports equipment packs to help support the delivery of all the different activities
				Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year? Maintain subscription and deliver training to any new staff Monitor use to ensure teachers are embedding teach active into their sessions and offer guidance where needed Review equipment annually to ensures teachers have the appropriate resources Extend training to LSA's

<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? 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 2021.</p>	<p>The two year 6 students made excellent progress this year. Student A had previously had a negative experience with swimming, and initially didn't want to access the pool. But he took it step-by-step, and by the end of the unit he was able to independently swim 3 widths continuously. Student B has anxiety around getting his hands wet, and being out of his depth. He also has a reluctance to take part in PE in general. However, he was very motivated to take part in every swimming session. He worked on a variety of physio-focused exercises, as well as increasing his water confidence and stamina. He would remain focused for the entire session, which was a real achievement for him.</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>Student A was able to effectively use an approximation of front and back stroke.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Both students were able to independently get to the poolside for safety, albeit not out of their depth (due to their anxieties)</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>Yes</p> <ol style="list-style-type: none"> 1. Additional PE and physiotherapy staff trained as swim teachers. This will increase the amount of sessions in the pool and facilitate all primary students to participate in swimming and water based activities all year round. 2. Purchased a teaching platform to support teaching and provide a safe environment for our reception class who are unable to touch the pool floor. This has increased water confidence and improved swimming progress. In addition the platform has improved accessibility in terms of entering and exiting the pool.

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: £9000		Date Updated: 27/07/21	
<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: 23%
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?
<p>All students to have access to a range of bikes/trikes to support the progression of cycling skills and independence.</p> <p>Offer more opportunities to cycle and be active within the curriculum.</p>		<p>Purchase BMX style trikes which will allow progress from current range</p> <p>Support staff to gain the skills and confidence to be able to use all the bikes</p> <p>Promote the use of the daily mile track</p> <p>Ensure bikes/trikes are maintained and accessible to all</p>		£1300	<p>Assessment data indicates improved progress and attainment levels</p> <p>Increased cycling opportunities with trikes being used regularly during break/lunch times and for transitions across the campus.</p> <p>Staff feel confident to use bikes and adjust them for different students</p> <p>Two students have used bursary funding to purchase a personal bike to use at home</p>
<p>To monitor daily activity levels to ensure all students are engaged in at least 30 minutes of daily activity.</p> <p>To provide appropriate resources and support so all students are active more regularly.</p>		<p>Liaise with teacher and LSA to ascertain equipment needs</p> <p>Based on needs, purchase active resources and equipment for all groups</p> <p>Meet with class teachers and complete Active Surrey's 'Trek to Tokyo' challenge for overview of active opportunities and activity levels with daily timetables</p> <p>Support class teachers with activities and resources to allow them to confidently structure additional activity in their daily timetables</p>		£774	<p>Regular movement breaks incorporated into timetables</p> <p>Teachers reporting increased engagement and concentration levels</p> <p>Increased levels of daily activity, with sustained physical effort</p> <p>A more personalised active curriculum with more opportunities for active play</p> <p>Teachers more confident in delivering active sessions and using the variety of resources</p>
					<p>Sustainability and suggested next steps:</p> <p>Establish cycling club</p> <p>Appoint a Bikeability instructor</p> <p>Students to learn basic bike maintenance skills</p> <p>Liaise with class teachers and physiotherapy department to ascertain which students need an increase in daily activity, and how best to implement that.</p> <p>Timetable activity booster sessions for any students who are less active</p>

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	9%
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 Implement Create Development's real PE/Play/Gym/Foundations & Dance programmes. This innovative programme will give access to a range of fun and creative learning opportunities and resources for all teachers to use.	<p>Subscribe to Create Development's online platform</p> <p>Exploring simple implementation via Jasmine, the real PE platform (including use of videos and home learning).</p> <p>PE department to oversee implementation and roll out of programme</p> <p>Timetable additional session and trial 'Real PE' with each primary group</p>	£595	<p>PE LSA delivering weekly 'Real PE' sessions to groups on a rotational basis in classroom setting.</p> <p>Increased engagement in physical activities with students motivated by the new activities</p> <p>Assessment data indicates increased progress in gymnastic activities</p>	<p>Embed whole curriculum into the both the PE and primary curriculum</p> <p>PE Team to ensure teaching staff are confident in delivering and assessing the relevant programmes</p> <p>Use the programmes integrated assessment tools to measure impact</p> <p>Use as home learning resource</p>
To raise the profile of physical activity within the classroom by offering structured activities for teachers to use.	To Subscribe to Jump Start Jonny. This online platform will allow teachers to access and deliver fun and energetic workouts, physical challenges, games and calming relaxation activities	£202.80	<p>Assessment data indicates good progress in dance activities</p> <p>Increased daily activity levels</p>	<p>Liaise with class teams regularly to ascertain how engaged students are with the programme</p> <p>Embed programme into get ready time and establish lunchtime club</p>
To create online resources to support the PE curriculum and to provide home learning opportunities.	<p>Create instructional videos for a variety of PE activities</p> <p>Develop a PE page within school youtube channel</p> <p>Create QR code teaching resource cards linked to instructional videos</p>	£0	<p>Students able to participate in lessons whilst at home</p> <p>Increasing parent's/guardian's engagement with physical activity and the school</p> <p>Profile of PESSPA being raised</p>	Expand on current provision, and create some more videos. Make these available on new school website

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	49%
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 physiotherapy staff to gain the recognised qualifications to deliver trampoline, rebound therapy and swimming. Collaborate with therapy team to develop a trans disciplinary approach with consistency of delivery of physical education, physical activity and therapy.	<p><u>Trampoline</u> Three PE team staff complete British Gymnastics Trampoline coach Level 1 award</p> <p>Three PE and therapy staff to attend Rebound therapy course.</p> <p>Share trampoline assessment systems with therapy teams to raise attainment</p> <p><u>Swimming</u> Five staff (PE & Physio) to complete STA Level 2 Swim Teachers</p> <p>Ten staff (PE, Physio and Education) to complete STA pool safety award</p> <p>Deliver collaborative swimming sessions with the physio team</p> <p>Share swimming assessment systems with therapy teams to raise attainment</p>	<p>£750.00</p> <p>£885.60</p> <p>£1750.00</p> <p>£1050.00</p>	<p>Earwig assessment data from the trampoline Winstrada framework demonstrates sustained progress by all students</p> <p>All PE staff qualified and confidently delivering trampoline sessions</p> <p>Increased number of school students regularly accessing this activity</p> <p>Due to COVID and school pool closures The swim teachers' course was postponed on several occasions. Training has been provisionally booked for Nov 21.</p>	<p>We've been able to increase the number of trampoline/rebound sessions to school students. We will be able to offer an increase in the coming year also.</p> <p>We have timetabled extra physiotherapy pool sessions in order to increase the number of students accessing hydrotherapy and swim teaching.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8.5%
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:
Develop archery within the PE curriculum	Purchase two new archery targets, stands, and target faces. Develop archery range by improving access and putting up shade/shelter	£250.00	We were able to introduce students to a new activity, at our bespoke archery range. We have a covered seating area and 2 targets, enabling us to run sessions outside of summer term. We will also deliver sessions during our activity weeks.	Additional members of the PE team to gain archery leader qualification, increasing our capacity to deliver more sessions. Research external club links
Increase range of water based and physiotherapy activities available in the swimming pool. Improve access into and out of the swimming pool.	Purchase pool platform	£516.00	Physiotherapy team are now able to increase the range of activities and exercises they can offer students when in the pool. Increasing the confidence of pupils that are unable to touch the pool floor. They can now use the platform as a transition into deeper water. Students who found entering and exiting the pool via the steps difficult, are now able to use the platform as an alternative.	PE and Physiotherapy team to collaboratively research additional pool-based equipment that would benefit students and offer broader range of pool activities

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	0%
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 increase inter-school competition by establishing links with other schools and sporting organisations.	<p>Appoint School Games co-ordinator and develop links with Panathlon, a charity that provides sports competitions and training days for young people with SEN and/or disabilities</p> <p>Students to participate in the Panathlon winter and summer games events.</p>	n/a	<p>School games co-ordinator in place.</p> <p>Students were highly motivated and thoroughly enjoyed competing in the Panathlon winter and summer games.</p> <p>Our scores were submitted along with other schools in Surrey and St Piers school were both the individual and overall winners, receiving 3 trophies</p> <p>All students received a medal and certificate. They were extremely proud of their achievements</p>	We will aim to enter more competitions this year, and other active surrey school games events. The aim is one event per half term
To increase intra-school competition by establishing competitive school games sessions into the timetable	Primary groups to have weekly sessions following the schools game format	n/a	Due to covid-19 and student groupings were were unable to fully roll out this provision	Schools games sessions to be included in the PE programme in 2021/22

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