



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised May 2021

Commissioned by the  
Department for Education  
Created by



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:

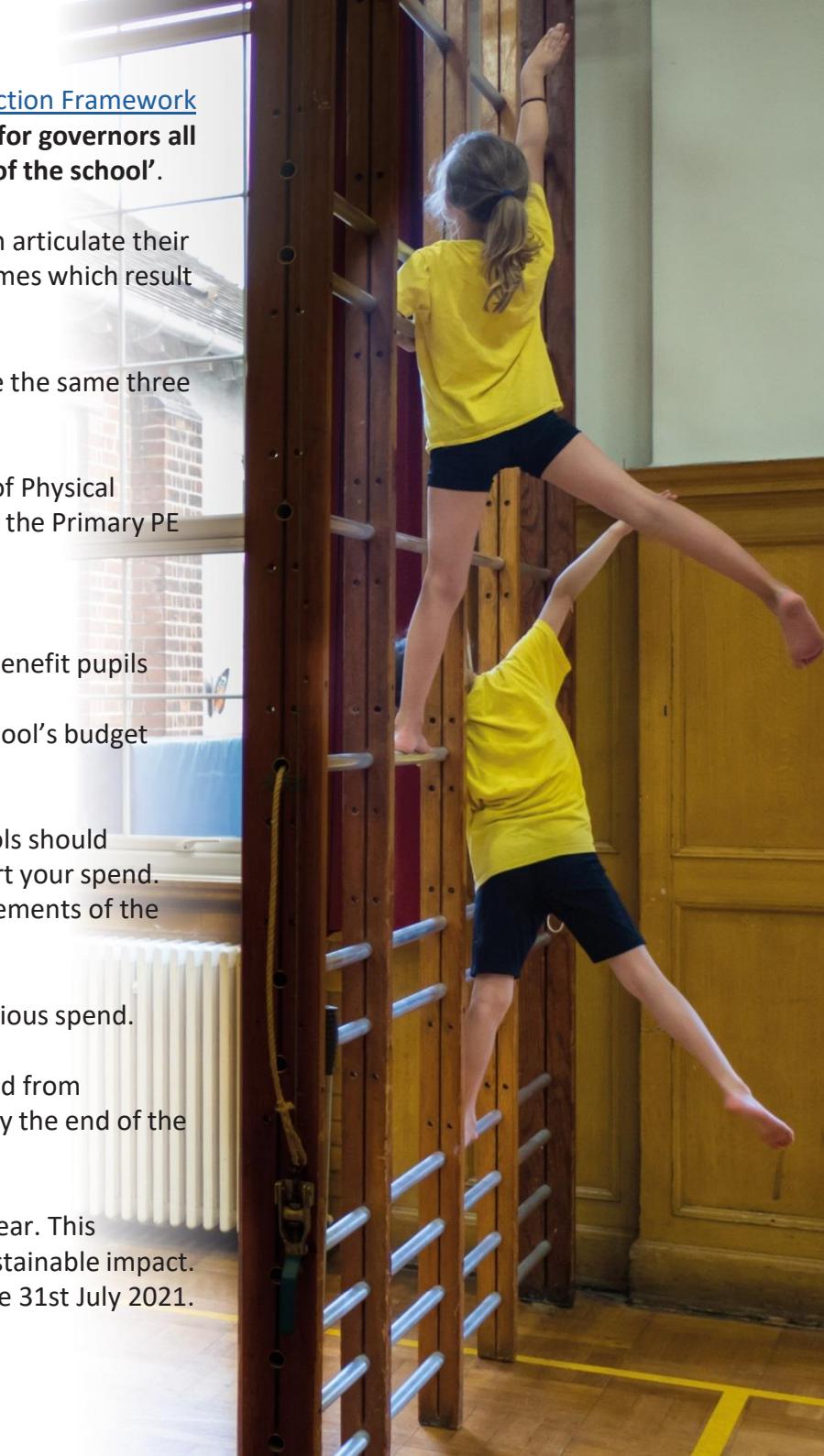
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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"><li>- Achieved Gold Games Mark</li><li>- Achieved Gold for provision of PE and Sport in KS1</li><li>- Craze of the fortnight set-up in Spring 2020</li><li>- Mini sport crew set-up in Spring 2020</li><li>- 10 colleagues attended CPD</li><li>- Gained 'outstanding' for participation in the Sussex Virtual Games during lockdown</li></ul>	<ul style="list-style-type: none"><li>- Continue CPD for all staff to up-skill teachers</li><li>- Physical resources to teach high quality PE lessons and promote active lifestyles in the 'new normal'</li><li>- Improve numbers of children achieving end of year expectations in swimming</li><li>- Increase SEND participation</li><li>- Target less-active pupils at lunchtimes. Promote 'active 60' and leading a healthy lifestyle (including mental wellbeing)</li></ul> <p>(These areas were identified pre lockdowns)</p>

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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><b>N.B.</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>Please see note above.</p>	45% (based on data from year 3 swimming lessons)
<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>	45% (based on data from year 3 swimming lessons)
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100% <ul style="list-style-type: none"> <li>• Water based rescue in Year 3 swimming</li> <li>• Classroom water safety lesson in Year 6</li> </ul>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: 2020/21	Total fund allocated: £20,780	Date Updated: 13 <sup>th</sup> July 2021	Percentage of total allocation:	
<b>Key indicator 1:</b> 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			13%	
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?	
<ul style="list-style-type: none"> <li>- Sports Crew to support active lunchtimes-selected year 5/6 and year 2 pupils-more pupils in leadership roles.</li> <li>- Increase number of activities for pupils to choose at lunchtimes, so more pupils are active.</li> <li>- Develop craze of the fortnight in KS2 and EYFS.</li> <li>- Develop year 2 pupils' role in sports leadership.</li> <li>- All classes to incorporate 'active brain breaks' as part of their daily routine.</li> <li>- Physical and mental health is priority in the school's 35-day</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Active Play</b> Led by AB, EB and PW, and supported by FD and SD. Meetings every half term. Adapt 'previous playtime initiative to be 'COVID friendly'. <ul style="list-style-type: none"> <li>- <b>Monitor Activity Levels</b> FD and PW to set baseline of activity levels for all pupils, reviewed every term.</li> <li>- <b>Purchase of Equipment</b> Main focus - COVID friendly equipment and utilising outdoor space (skipping ropes, outdoor table tennis tables, year group equipment boxes).</li> <li>- <b>Active Breaks</b> FD to lead PDM in the Spring</li> </ul> </li> </ul>	£2,780	<ul style="list-style-type: none"> <li>- 20 x Year 5 pupils attended face to face training and have been supporting their year group bubble at playtimes. They created a 'sports day information film' for the rest of the school.</li> <li>- Subject lead carried out pupil activity survey. 80% of EYFS and KS1 pupils and 60% of KS2 pupils said they were active at playtime. "Being with my friends," Year 1 "We are always active," EYFS.</li> <li>- Active play was a priority of the 35 days+ Recovery Curriculum and will continue to be a priority to support pupils reconnecting with each other and school life.</li> <li>- Playtime rota set-up and equipment boxes re-organised. Pupils now have access to 2 outdoor table tennis tables and</li> </ul>	<p>Sustainability and suggested next steps</p> <p>Sports crew ready to develop 'active play' with whole school.</p> <p>Reinstate 'craze of the fortnight' across the school.</p> <p>Develop mini sport crew with selected year 2 pupils.</p> <p>Subject lead to PDM ensuring 'active learning breaks' are integral part of the school day.</p> <p>Physical and mental health will continue to be a priority for all.</p> <p>Promotion of 'WWO'.</p>

recovery curriculum planning	<p>Term.</p> <ul style="list-style-type: none"> <li>- <b>Training of Sports Crew</b> External training for selected year 5 pupils</li> <li>- <b>Internal and external training</b> Virtual training provided by Mid Sussex Active Partnership. Main focus on OAA, active playtimes and running intra-school festivals. PE and Sport lead to update colleagues once a term in PDM.</li> <li>- <b>Promoting a PE, sport and a healthy lifestyle</b> Display and website updated every month. 'Walk once a week' initiative to be encouraged and data collected weekly. Active newsletter every half term.</li> </ul>		<p>more balls and skipping ropes to be used. Despite COVID restrictions, pupils have experienced active play through the purchase of table tennis tables and skipping ropes.</p> <p>Year 6, "I love using the table tennis tables."</p> <p>"My skipping has improved," Year 4.</p> <ul style="list-style-type: none"> <li>- Active breaks and active brain breaks are a key part of the school's recovery phase when all pupils return to school. All classes regularly use 'active brain breaks' throughout the day.</li> <li>- "I love doing Jump Start Johnny, it's fun," Year 2</li> <li>- Year 2, "I look forward to dinosaur chase, it wakes me up."</li> <li>- 6 colleagues attended webinars (active playtimes, PE during the pandemic and PE onwards). This has raised the profile of 'active play' in school and ensured PE has continued through pandemic/lockdowns.</li> <li>- 75% of school pupils choose a sustainable way to travel to school</li> </ul>	Continue with Mid Sussex Active Partnership for CPD
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Key indicator 2: The profile of PE&SPa being raised across the school as a tool for whole school improvement				Percentage of total allocation: 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:
<ul style="list-style-type: none"> <li>- Continue to use website, Twitter and Facebook to celebrate and promote competitions and a healthy lifestyle.</li> <li>- Outdoor learning a key priority across the school-more pupils learning outdoors.</li> <li>- PE (physical and mental well-being) is a key area in the school's 35 days recovery curriculum-curriculum links to maths, science and RHE.</li> <li>- Adapt PE progression map to fit with the 'new normal'.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Adapt and review PE progression map</b> FD to carry out 'deep dive' every term</li> <li>- <b>Increase Outdoor Learning</b> Through active playtimes and using school environment to support other curriculum areas</li> <li>- <b>Training from Nurture Team (SWAN)</b> Inset training for all colleagues and nurture packs in every classroom</li> </ul>	£1000	<ul style="list-style-type: none"> <li>- Deep dive carried out in Autumn Term. 96% of pupils enjoy PE lessons. Year 1, 'Going outside.' 'Teamwork and lots of different activities.' Year 5. EYFS, 'Climbing on the wall bars.'</li> <li>- Pupils continue to access 2 PE lessons a week, due to PE being part of the school's recovery plan (in school and home learning). Year 1, 'More 60 second challenges!'</li> <li>- Promoting activity has been a key priority during remote learning, through the pupils daily 60 second challenge, whole school remote PE lessons every Friday and Wellbeing Wednesday, to encourage all to move away from screens - evidence in home learning and recovery curriculum map.</li> <li>- All staff received training from Nurture Team, highlighting mental health as a priority and continues to be a priority at school.</li> <li>- Most pupils are more aware of different feelings, and staff encouraged to 'check in' with pupils regularly.</li> </ul>	<ul style="list-style-type: none"> <li>- Outdoor learning a key priority across the school-more pupils learning outdoors (Outdoor learning is part of school plan).</li> <li>- Continue to use website, Twitter and Facebook to celebrate and promote competitions and a healthy lifestyle.</li> <li>- Classes to continue to use nurture packs to support mental well-being.</li> <li>- Embed more cross-curricular links.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 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:
- More staff having access to training and therefore more confident to teach PE.	<ul style="list-style-type: none"> <li>- <b>External Training</b> Through 'webinars' provided by Mid Sussex Active Partnership, Active Sussex, Crawley School Games Officer and Sussex Cricket. PE lead from Mid Sussex Active, provisionally booked to support teaching of PE in year 1 in the Spring Term.</li> <li>- <b>Internal Training</b> Through termly PDMs, FD and PW to provide for support for NQTs.</li> <li>- <b>Teaching Ideas and Resources</b> Resource ideas in PE stores easily accessible. PE hub purchased to support PE planning and teaching. FD to review resources available every term. Class teachers to amend/adapt PE progression map at the end of every unit</li> <li>- <b>Staff Audit</b> In Spring term, staff questionnaire to be sent out with regard to training needs and confidence teaching PE</li> </ul>	£1000	<ul style="list-style-type: none"> <li>- 6 colleagues attended webinars (active playtimes, PE during the pandemic and PE onwards). This has raised profile of 'active play' in school and ensured PE has continued through pandemic/lockdowns.</li> <li>- 3 colleagues received 6 weeks of support teaching PE from a PE specialist. Colleagues confident planning a series of focused lessons, ending in competition/festival.</li> <li>- Subject Lead has attended termly PE meetings, to ensure up to date knowledge and to share ideas. PE planning and resources have successfully been adapted to follow COVID risk assessment in minimising risk and keeping all safe.</li> <li>- All this training has ensured pupils enjoy and receive 2 PE lessons a week. Year 1 teacher, "I am confident at planning and adapting my PE lessons."</li> <li>- Most teachers are enthusiastic and confident about teaching PE, through investment in staff CPD. Year 5 pupil, "I love the matches in lessons."</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with Mid Sussex Active Partnership for CPD</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 72%
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:
<ul style="list-style-type: none"> <li>- To offer a wide range and diverse activities to pupils to engage all pupils before and after school, as well as at lunchtime.</li> <li>- Groups of pupils selected for a variety of new activities at lunchtimes.</li> <li>- To improve equipment for pupils to use in their PE lessons and lunchtimes so they are motivated in being more active.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Purchase of minibus</b> School to invest in minibus to support curriculum swimming and transport to and from competitions/festivals.</li> <li>- <b>Intra-school festivals</b> FD and PW to run mini festivals at the end of every unit of learning.</li> <li>- <b>Boccia and New Age Curling equipment</b> to broaden the experience of our pupils.</li> <li>- <b>First Aid</b> Investigate first aid training program for pupils (link to RHE) in collaboration with RHE Leads.</li> <li>- <b>Extra-Curricular Clubs</b> At present, only breakfast and after school club offered. To be reviewed at October half term, in the hope that some year group clubs can be started.</li> <li>- <b>Swimming</b> Provisionally booked to start in the spring term with 4LB. Year 6 top-up swimming in the summer term</li> </ul>	£15,000	<ul style="list-style-type: none"> <li>- 4LB completed swimming lessons in Summer Term - this class should have attended swimming Summer 20.</li> <li>- Due to restrictions, no top-up swimming.</li> <li>- Despite restrictions, year 6 pupils were able to go on residential.</li> <li>- 3 after school sport clubs offered in Autumn 2.</li> <li>- In Summer Term, sports coach ran a before and after school club for each year group (20 pupils per year group attended).</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase of minibus will enable the school to provide transport to swimming lessons, including top-up swimming.</li> <li>- Research and invest in new experiences for the pupils (tri-golf, scooter, hockey, balance ability).</li> <li>- Pupil voice-What experiences would the pupils like?</li> <li>- Top-up swimming for either year 5 or 6 2021-2022.</li> <li>- Year 4 pupils now swimming as they missed out this academic year due to restrictions.</li> <li>- Sports Coach to continue with before, lunch and after school clubs</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 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:
<ul style="list-style-type: none"> <li>- To offer opportunities for as many children as possible to compete in physical activities against other schools.</li> <li>- To increase number of pupils taking part in intra-school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Purchase of minibus</b> School to invest in minibus to support curriculum swimming and transport to and from competitions / festivals.</li> <li>- <b>Intra-festivals</b> FD and PW to run mini festivals at the end of every unit of learning. Purchase of Boccia and New Age Curling equipment to broaden the experience of our pupils.</li> <li>- <b>Extra-Curricular Clubs</b> At present, only breakfast and after school club offered. To be reviewed at October half term, in the hope that some year group clubs can be started.</li> <li>- <b>KS1 Participation</b> FD and PW to include mini festivals at the end of each unit. All classes to compete in Sussex Virtual Competitions.</li> <li>- <b>SEND Participation</b> Pupil voice to find out what activities they would like to participate in. Purchase of inclusive sports equipment.</li> <li>- <b>Sussex Virtual School Game</b> No face-to-face competitions at present, however whole school competing in Virtual Games.</li> </ul>	£1000	<ul style="list-style-type: none"> <li>- Minibus arrived January 21. Minibus has been used for cricket skills festival and swimming.</li> <li>- Smaller swimming groups, so pupils receiving quality sessions and more time in water moving.</li> <li>- 100% participation from Years 1-6 in Virtual School Games in Autumn 2020.</li> <li>- Participation in Virtual Sussex Games in Summer Term - 6 classes in KS1, 1 class in KS2.</li> <li>- Virtual competitions have increased the numbers of pupils representing the school.</li> <li>- 10 pupils from year 6 attended a face-to-face cricket skills festival.</li> <li>- Year groups participated in school Sports Days.</li> <li>- Pupils and staff participated in Virtual Winter Games during remote learning. In particular, year 4 used the competition as a vehicle to broaden pupil knowledge on winter sports.</li> <li>- Year 1 and 2 intra-school aiming festivals were very successful due to the purchase of Boccia and New Age Curling Equipment. Year 1, "We were aiming with saucers on wheels, it was fun."</li> <li>- 3 after school sport clubs offered in Autumn 2. In summer term, sport coach ran a before and after school club for each year group (20 pupils per year group attended).</li> </ul>	<ul style="list-style-type: none"> <li>- Intra and inter school festivals to continue.</li> <li>- To increase participation of face-to-face festivals / competitions, in particular for children with SEND.</li> <li>- Teachers to continue to build in competitions festivals at the end of the unit of teaching</li> </ul>

Signed off by	
Head Teacher:	<i>J. Farrelly</i>
Mrs T Farrelly	
Date:	21.7.21
Subject Leader:	Mrs Dixon
Date:	14.7.21
Governor:	Lisa Tynan <i>L. Tynan</i>
Date:	21.7.21