



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Achieved 'Silver' in the School games sports mark. • All teachers trained in REAL PE. • Effective tracking of sports participation at Intersport events. • Winning of the 'Big Pedal'. • New specialist PE coach teaching a coherent sporting curriculum. • Significant increase in the number of children (total and individual) attending interschool sports fixtures. • Targeting of inactive children and focus on them to attend interschool events. • Increased number of inclusive interschool events. • All classes have two hours timetabled for PE. • Wide range of sports available outside of the curriculum to a wider range of students. • Continuation of Bike It and sustainable means of transport to school. • Increase in active learning in the classroom. 	<ul style="list-style-type: none"> • Develop assessment opportunities in PE. • Support all years to embed active learning in lessons. • Improve provision for active play times – such as a 'daily mile'. • Explore benefits of REAL legacy. • Mapping of Waterfield for orienteering purposes. • Engage and train support staff to lead active learning and active play.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	39%

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?	No
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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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £18850	Date Updated: 09.11.20	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				57%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Implementation of a child centred PE curriculum ,which embeds emotional and thinking skills as well as physical literacy into PE, Sport and life.	<ul style="list-style-type: none"> - REAL PE package purchased. - All staff training. - All teachers teaching REAL PE lessons. - HoF to support teachers. 	£2,370	100% of teachers received training in REAL PE so that there is now continuity and progression across the school as well as coverage of the PE curriculum. Real PE utilised in all KS2 Blended Learning Packs to support Home Learning during lockdown. Because of COVID 19 teachers have only taught 3 ½ terms of Real PE Post-CPD Professional Development Meeting 100% of staff felt more confident when teaching PE. Observed lessons saw all staff engaged with the REAL PE structure, enabling children to verbalise the purpose of learning, skills learnt and their application in pupil voice	<ul style="list-style-type: none"> - £254 per year to continue license for 'Jasmine' the online repository of lesson plans. - Retraining of new staff by REAL PE. - Consideration for the implementation of REAL legacy in 20/21.

			sessions.	
Implementation of a high-quality PE coach to teach a range of sports in an effective curriculum. PE coach to lead extra curricula activities to broaden physical activity across the school	<ul style="list-style-type: none"> - Sports Plus coach employed. - Coach teaching regular high quality lessons to students. - Coach leading an inclusive afterschool club which targets less active and disadvantaged students - Coach leading an inclusive lunch time club to support active play. 	£8,000	<ul style="list-style-type: none"> - All students are now engaging in high quality PE teaching. - Continuity and progression across the school as well as coverage of the PE curriculum. - Raised attainment and engagement of all students in physical activity. 	<ul style="list-style-type: none"> - Audit effectiveness of Sports Coach in implementation of high-quality PE. - Audit long-term viability and cost effectiveness of external sports coach. - Less active and disadvantaged students notified of afterschool clubs.
Embedding active learning in and out of the classroom to achieve 30:30 'Active children achieve up to 33% better than their inactive peers!' YouthSportsTrust	<p>Annual subscription for Jump Start Jonny continues. Please note items with a line through may have been cancelled/funding re-deployed due to the impact of COVID.</p> <ul style="list-style-type: none"> - Free resources such as: Cosmic Kids, BBC Super Movers & GoNoodle introduced to staff. 	£200	<ul style="list-style-type: none"> - Teachers have begun using active learning resources in class. - Students increasingly active at play time. - Teachers were able to embed active learning during the COVID 19 Lockdown 	<ul style="list-style-type: none"> - Continued reminding of active learning resources. - Introduction of active learning resources to support staff to enable active play during wet play. - Audit Jump Start Jonny use to ensure long term cost effectiveness.
Inclusive sport equipment available to support all children in engaging with competitive sport.	<ul style="list-style-type: none"> - Purchase of Boccia and New Age Curling equipment. - Students introduced to inclusive sports out side of lesson time. 	£229	<ul style="list-style-type: none"> - Students attended external sports event 177 times with the majority of KS2 'focus students' involved in an event. - 75% of KS2 participated in interschool sport. 	<ul style="list-style-type: none"> - Engage with other schools to have interschool competitions. - Introduce an intra school competition led by original students.

			<ul style="list-style-type: none"> - 90% of focus students involved in interschool sports would have been 100% without COVID - All students who were onsite during lockdown participated in the Virtual Sussex competition with Waterfield coming 3rd in Crawley. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Implementation of a child centred PE curriculum, which embeds emotional and thinking skills as well as physical literacy into PE, Sport and life.	<ul style="list-style-type: none"> - REAL PE package purchased. - All staff training. - All teachers teaching REAL PE lessons. - HoF to support teachers. 	-£2,370 (previously accounted for)	<ul style="list-style-type: none"> All teachers have had training in REAL PE so that there is now continuity and progression across the school as well as coverage of the PE curriculum. - Because of COVID 19 teachers have only taught 3 ½ terms of Real PE 	<ul style="list-style-type: none"> - £254 per year to continue license for 'Jasmine' the online repository of lesson plans. - Retraining of new staff by REAL PE. - Consideration for the implementation of REAL legacy in 20/21.
Regular updates of all sporting achievements to highlight importance of friendly sporting competition and to ensure the whole school community is aware of the range of sports the school participates in.	<ul style="list-style-type: none"> - Regular updates in the newsletter. - Match reports in assembly and in the school entrance. 	HoF	<ul style="list-style-type: none"> - The whole school is aware of the importance of PE and Sport and pupils aspire to being involved in the activities. 	<ul style="list-style-type: none"> - PESSPA achievements to be given greater prominence in the newsletter and on the website. - Imbedding of a culture of match reports written by students.
Bike It programme to continue through the Bike it Club.	<ul style="list-style-type: none"> - Bike it club to continue to promote sustainable means of transport to and from school. 	£197	<ul style="list-style-type: none"> - Participation of children travelling sustainably to school during the Big Pedal. - 'Bike it Patrick' visited to bike it club 3 times and to 	<ul style="list-style-type: none"> - Continue to engage students in cycling to school outside of the Big Pedal.

			<ul style="list-style-type: none"> lead assemblies. Bikeability for year 6 students. Bike it activities were included in the home learning packs. Fun Cycle for year 6 students and Bike it club in May with Bike It Patrick and local councillors. 	
Increased availability and storage of PE equipment to ensure all students have access to the correct equipment during lessons and play time.	<ul style="list-style-type: none"> Purpose built storage created. Break time equipment purchased, boxed and grouped appropriately. 	£1,500	<ul style="list-style-type: none"> Staff confident in location of PE equipment for PE lessons. Students have a variety of high quality resources to use in lessons and at playtime. 	<ul style="list-style-type: none"> Continued audit and replenishing of equipment. Staff and students trained in location of equipment to increase longevity of equipment.
Students trained in supporting their peers at break time to engage in active play.	<ul style="list-style-type: none"> Play leaders trained by HoF. Activities and students timetabled for break times. 	HoF	<ul style="list-style-type: none"> Majority of students engaging in an active play time. Skip-a-thon enabled 20 year - 5 'Skipping Leaders' in supporting every child in KS1 and KS2 to set a PB and beat it. 15 playleaders and 4 house Captains allocated – specific training sessions undertaken with a marked improvement in playtime behaviour (resulting in a reduction of high profile playtime incidents being elevated to SLT). 	<ul style="list-style-type: none"> Engage support staff to train and support play leaders. Vice House Captains and key House Events. Play leaders were selected from Year 5 in order that the role can develop in 2020-21.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Implementation of a child centred PE curriculum, which embeds emotional and thinking skills as well as physical literacy into PE, Sport and life.	<ul style="list-style-type: none"> - REAL PE package purchased. - All staff training. - All teachers teaching REAL PE lessons. - HoF to support teachers. 	-£2,370 (previously accounted for)	<p>All teachers have had training in REAL PE so that there is now continuity and progression across the school as well as coverage of the PE curriculum.</p> <ul style="list-style-type: none"> - Because of COVID 19 teachers have only taught 3 ½ terms of Real PE 	<ul style="list-style-type: none"> - £254 per year to continue license for 'Jasmine' the online repository of lesson plans. - Retraining of new staff by REAL PE. - Consideration for the implementation of REAL legacy in 20/21.
Staff member to support staff and students in enabling all lessons taught confidently to a high level which engages all students.	<ul style="list-style-type: none"> - Head of Faculty (HoF) role created. - Additional time out side of class given to HoF to support staff in lessons to model best practice - HoF released to gain training from external bodies such as the local School Mark Organiser (SGO) - HoF released to monitor external companies which provide PE and Sport. - HoF monitoring participation of students in all physical activities. 	£2980 (HoF)	<p>The curriculum has been updated with all students receiving high quality PE lessons from all members of staff that have had improved training.</p> <p>The continuity and progression across the school has been improved.</p> <p>Some staff have been supported by HOF in delivery of PE lessons through planning and team teaching.</p> <p>Because of COVID 19, teachers have not had the opportunity to teach an extended period of time nor have many of them had direct lesson support.</p>	<ul style="list-style-type: none"> - HoF role to continue with release time to support staff, improve curriculum, coverage and engagement. - Consideration of having a member of the support staff allocated to PE and Sport.

Staff up skilling their practice through observing and engaging with experts in specific sporting fields which allows them to implement best practice in their lessons. Not only would this enable them to improve their subject knowledge but adapt and improve their pedagogy.	<ul style="list-style-type: none"> - Staff released to attend festivals and CPD sessions - Staff engaging in sessions led by external companies and groups. 	HoF	Staff have attended 8 CPD sessions Staff have engaged in specialists' teachers leading lessons. <ul style="list-style-type: none"> - Staff engaging in festivals learning from activities - Staff implementing knowledge gained externally. COVID has restricted the number of CPD and festival learning opportunities.	- Conduct a CPD review and make recommended actions that are pertinent to the NEW staff profile.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Implementation of a high-quality PE coach to teach a range of sports in an effective curriculum. PE coach to lead extra curricula activities to broaden physical activity across the school	<ul style="list-style-type: none"> - Sports Plus coach employed. - Coach teaching regular high quality lessons to students. - Coach leading an inclusive afterschool club which targets less active and disadvantaged students - Coach leading an inclusive lunch time club to support active play. 	-£8,000 (Previously Allocated)	<ul style="list-style-type: none"> - Full range of seasonal sports taught across KS2 during PE Lessons. - Key skills taught in KS1 directly linked to their implementation into sports. - Less active and disadvantaged students notified of availability of afterschool club and are attending. - Break time and lunch time clubs cover a wide range of sports 	<ul style="list-style-type: none"> - Audit provision of and attendance at clubs and target under-represented groups/activities. - Involve more girls. - Audit long-term viability and cost effectiveness of external sports coach.
Wide range of clubs offered by internal and external providers which engage all students. Regular specialists teaching a range of sports throughout the PE time table.	<ul style="list-style-type: none"> - Maintain a wide range of different options for sporting and active clubs after school for all age groups. - Storm Basketball and Sussex cricket teaching lessons and 	£3,420 (Storm Basketball 1 Year)	<ul style="list-style-type: none"> - Sports Coach provided After School Multi-sports Sports club attended by 70% Pupil Premium Children. Invited children were also targeted from specific nurture groups 	<ul style="list-style-type: none"> - Audit provision of and attendance at clubs and target under-represented groups/activities. - Involve more girls. - Audit long-term viability

	running clubs throughout the year.		to raise self-esteem. - Well-attended clubs both at lunch time and afterschool. - Students engaging in same sports and clubs externally and attending sporting fixtures which represent the school COVID restricted the numbers attending clubs and external events.	and cost effectiveness of external sports coach. - Look for additional providers who could offer clubs, lessons and activities.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
A wide range of students are given multiple opportunities to represent the school in a wide variety of festivals, leagues and competitions across KS2.	- Release staff to accompany children at events. - Staff to have business insurance paid for to enable them to transport students. - Attendance is tracked to ensure full coverage (all KS2 students represent the school at least once).	HoF £54	- An increased number of students involved in inter-school competitions (120 Students by January 2020/ 178 end of year) Events attended: Football Boys (A+B), Girls, PAN Basketball (festival and year 4 league) Rugby x 2 – Y3/4 and Y5/6 Orienteering Netball Cricket Sports Crew Training Indoor Athletics, Regular intraschool competitions during PE lessons and throughout the term. Severe curtailment due to COVID 19 however Sussex Active's Virtual	- Increased audit of children who have participated in competitive sport and target under-represented groups/activities. - Build in further intraschool competition into PE lessons. - Virtual Intra school competitions through SGO and Sports Plus

			competition had all children participating in school. All learning packs had activities for students to complete at home.	
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