



Aiming High and  
Achieving Our Best

# Evidencing the Impact of Primary PE and Sport Premium 2021 - 22

Supporting all children in becoming both  
physically and mentally healthy



The Collegiate Trust  
Exceptional Education for All



The Collegiate Trust  
Exceptional Education for All





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](http://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 2022. To see an example of how to complete the table please click [HERE](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£18,350
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,350
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,350

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022. Please see note above	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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?	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.

<b>Academic Year: 2021/22</b>	<b>Total fund allocated: £18350</b>	<b>Date Updated: 22.11.21</b>
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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:
				52%
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? To be RAGged	Sustainability and suggested next steps:
Further development 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"> <li>- REAL PE subscription continued</li> <li>- Further staff training: CPD to refresh REAL PE as well as all staff attending an additional subject specific CPD session.</li> <li>- All class teacher-led lessons use REAL PE lessons every week with regular monitoring and support.</li> <li>- ‘Webinars’ provided by Mid Sussex Active Partnership, Active Sussex, Crawley School Games Officer and Sussex Cricket.</li> <li>- Release time for Subject champion to support new staff – including ECT.</li> <li>- Subject lead to incorporate wellbeing into the PE curriculum and into daily school life.</li> <li>- Improve the effective evaluation of</li> </ul>	£123.75 (£495÷4, as shared across 4 priorities)	<p>All teachers teaching at least good quality REAL PE lessons every week, so that children’s physical literacy, emotional and thinking skills have improved.</p> <p>Year 3 ECT supported through modelling, planning support and team teaching allowing for confident PE delivery, so children engage fully in higher quality PE lessons.</p> <p>Wellbeing incorporated into the PE curriculum and daily school life.</p> <p>The effective evaluation of the</p>	

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	<ul style="list-style-type: none"> <li>- the impact of PE lessons.</li> <li>- Further develop the assessment of PE skills within lessons and identification of strong outcomes for all pupils based on their achievements in different areas of the PE Curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>- impact of PE lessons has improved.</li> <li>- Improved assessment in PE has led to stronger outcomes.</li> </ul>	
<p>Continued employment of a high-quality PE Coach to teach a range of sports in an effective curriculum.</p> <p>PE Coach to lead extra-curricular activities to broaden physical activity across the school.</p> <p>PE Coach to ensure all students in UKS2 are getting regular, extra PE support.</p>	<ul style="list-style-type: none"> <li>- Sports Plus coach employed.</li> <li>- Further monitoring of Sports Plus coaching to ensure outstanding practice.</li> <li>- Storm Basketball &amp; Sussex Cricket provide specialist coaching</li> <li>- Coach leading an inclusive morning club which targets less active and disadvantaged students</li> <li>- Coaches leading an inclusive lunch time club to support active play.</li> <li>- Coaches supporting teachers in their subject knowledge.</li> <li>- Re-evaluate viability of extra sessions and children attending.</li> </ul>	£2,000	<ul style="list-style-type: none"> <li>- Physical activity across the school has increased.</li> <li>- A wider range of sports are being taught within an effective PE curriculum.</li> <li>- All UKS2 pupils have received regular, extra PE support.</li> </ul>	
<p>Embedding active learning in and out of the classroom to achieve 30:30</p> <p>'Active children achieve up to 33% better than their inactive peers!'</p> <p>Youth Sports Trust</p>	<ul style="list-style-type: none"> <li>- Free resources such as: Cosmic Kids, BBC Super Movers &amp; GoNoodle used by staff.</li> </ul>	£0	<ul style="list-style-type: none"> <li>- All children have achieved 30:30.</li> </ul>	
<p>Play times are high quality and active so that <b>all</b> children can participate and enjoy games which contribute to their Active 30.</p>	<ul style="list-style-type: none"> <li>- Subject champion released from afternoon lessons to support play times.</li> <li>- Less active groups targeted so that all children are active.</li> <li>- Good play is modelled so that children want to be active.</li> </ul>	<p>£1,250</p> <p>(£2,500÷2 as shared across 2 priorities)</p>	<ul style="list-style-type: none"> <li>- Previously less active children now report that they are enjoying more active playtimes.</li> <li>- Netball team participating in multiple events for the first time</li> </ul>	

	<ul style="list-style-type: none"> <li>- Sports teams are given extra training to increase participation in interschool events.</li> </ul>		<ul style="list-style-type: none"> <li>- Girls continuing to play netball at lunch times without guidance.</li> </ul>	
High quality play time equipment for children's use.	<ul style="list-style-type: none"> <li>- Regular audits of equipment available at lunch time to support play so that the appropriate equipment is always available.</li> <li>- Subject champion to support children in how to use equipment effectively.</li> <li>- Equipment chosen to reflect PE lessons so that children can apply skills learnt in PE.</li> </ul>	£6,000	<ul style="list-style-type: none"> <li>- All play time equipment is regularly used and in good condition.</li> <li>- Basketball hoops being used by all children to build on skills learnt in PE.</li> </ul>	
All children to participate in an external event in KS2 with the intention of children continuing the sport either at play time or outside of school.	<ul style="list-style-type: none"> <li>- Access to a minibus to aid in transport</li> <li>- Business Insurance paid on staff cars so that transport can be given.</li> <li>- Subject champion to monitor participation over the long term to enable all children to participate in at least one event.</li> </ul>	£167 (£500÷3, as shared across three priorities)	<ul style="list-style-type: none"> <li>- By Christmas 2021: 70% KS2 participation in external events.</li> <li>- By Summer 2022: 100% KS2 participation in external events.</li> </ul>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
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 To be RAGged	Sustainability and suggested next steps:
Further development 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"> <li>- REAL PE subscription continued</li> <li>- Further staff training: CPD to refresh REAL PE as well as all staff attending an additional subject specific CPD session.</li> <li>- All class teacher-led lessons use REAL PE lessons every week with regular monitoring and support.</li> <li>- ‘Webinars’ provided by Mid Sussex Active Partnership, Active Sussex, Crawley School Games Officer and Sussex Cricket.</li> <li>- Release time for Subject champion to support new staff – including ECT.</li> <li>- Subject lead to incorporate wellbeing into the PE curriculum and into daily school life.</li> <li>- Improve the effective evaluation of the impact of PE lessons.</li> <li>- Further develop the assessment of PE skills within lessons and identification of strong outcomes for all pupils based on their achievements in different areas of the PE Curriculum.</li> </ul>	£123.75 (£495÷4, as shared across 4 priorities)	<p>All teachers teaching at least good quality REAL PE lessons every week, so that children’s physical literacy, emotional and thinking skills have improved.</p> <p>Year 3 ECT supported through modelling, planning support and team teaching allowing for confident PE delivery, so children engage fully in higher quality PE lessons.</p> <p>Wellbeing incorporated into the PE curriculum and daily school life.</p> <p>The effective evaluation of the impact of PE lessons has improved. Improved assessment in PE has led to stronger outcomes.</p>	



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"> <li>- Regular updates in the newsletter.</li> <li>- Regular updates on Twitter.</li> <li>- When appropriate, match reports in assembly and in the school entrance.</li> </ul>	£0	Profile of school sporting events is raised in the community.	
All KS2 children to participate in an external sporting/active event so they continue the sport/activity, either at play time or outside of school.	<ul style="list-style-type: none"> <li>- Participation in sporting/active events in the community for all KS2 pupils.</li> <li>- Access to a minibus to aid in transport</li> <li>- Business Insurance paid on staff cars so that transport can be given.</li> <li>- Subject champion to monitor participation over the long term to enable all children to participate in at least one event.</li> </ul>	£167 (£500÷3, as shared across three priorities)	<ul style="list-style-type: none"> <li>- By Christmas 2021: 70% KS2 participation in external events.</li> <li>- By Summer 2022: 100% KS2 participation in external events.</li> </ul>	
Children to use skills learnt in their PE lessons in their play time.	<ul style="list-style-type: none"> <li>- Subject champion released from afternoon lessons to support play times.</li> <li>- Less active groups targeted so that all children are active.</li> <li>- Good play is modelled so that children want to be active.</li> <li>- Sports teams are given extra training to increase participation in interschool events.</li> </ul>	£1,250 (£2,500÷2 as shared across 2 priorities)	<ul style="list-style-type: none"> <li>- Previously less active children now report that they are enjoying more active playtimes.</li> <li>- Netball team participating in multiple events for the first time</li> <li>- Girls continuing to play netball at lunch times without guidance.</li> </ul>	
High quality equipment that is suitable for students' age and skill level is always available for them to use whilst in PE lessons.	<ul style="list-style-type: none"> <li>- Regular audits of PE equipment and the PE curriculum so appropriate repair/replacement takes place and suitable equipment is always available.</li> </ul>	£1005	<p>Suitable equipment is always available for PE lessons, including:</p> <ul style="list-style-type: none"> <li>- Basketball nets for netball and basketball.</li> <li>- Tennis balls (multiple</li> </ul>	



			colours) - Balloons - Range of balls - Boccia and New Age Curling equipment	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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?: To be RAGged	Sustainability and suggested next steps:
Further development 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"> <li>- REAL PE subscription continued</li> <li>- Further staff training: CPD to refresh REAL PE as well as all staff attending an additional subject specific CPD session.</li> <li>- All class teacher-led lessons use REAL PE lessons every week with regular monitoring and support.</li> <li>- 'Webinars' provided by Mid Sussex Active Partnership, Active Sussex, Crawley School Games Officer and Sussex Cricket.</li> <li>- Release time for Subject champion to support new staff – including ECT.</li> </ul>	£123.75 (£495÷4, as shared across 4 priorities)	<p>All teachers teaching at least good quality REAL PE lessons every week, so that children's physical literacy, emotional and thinking skills have improved.</p> <p>Year 3 ECT supported through modelling, planning support and team teaching allowing for confident PE delivery, so children engage fully in higher quality PE lessons.</p> <p>Wellbeing incorporated into the PE curriculum and daily school life.</p> <p>The effective evaluation of the impact of PE lessons has</p>	

	<ul style="list-style-type: none"> <li>- Subject lead to incorporate wellbeing into the PE curriculum and into daily school life.</li> <li>- Improve the effective evaluation of the impact of PE lessons.</li> <li>- Further develop the assessment of PE skills within lessons and identification of strong outcomes for all pupils based on their achievements in different areas of the PE Curriculum.</li> </ul>		<p>improved. Improved assessment in PE has led to stronger outcomes.</p>	
Staff to engage actively with experts in specific sporting fields to improve subject knowledge, adapt and improve their pedagogy and thus implement best practice in their lessons.	<ul style="list-style-type: none"> <li>- Staff engaging in sessions led by external companies and groups.</li> <li>- Storm Basketball with KS2 to model high-quality basketball teaching.</li> <li>- Rhapsody Rugby to lead 6 weeks of Year 6 rugby.</li> </ul>	£540	KS2 staff confidence, subject knowledge and pedagogy for teaching basketball and rugby has increased.	
<p>Assessment of PE is improved.</p> <p>Access to online PE resources is available when outside.</p> <p>Teachers are confident with using the REAL PE lesson plans and lesson structure.</p>	<ul style="list-style-type: none"> <li>- Purchase of PE specific iPads for class teachers to use to access REAL PE resources when teaching outside (as well as inside).</li> <li>- iPads available for referencing to next steps, key questions and for modelling good practice.</li> <li>- iPads available for supporting assessment in PE (both by staff and by pupils).</li> </ul>	£1700	iPads are being used effectively in PE to raise standards.	

Ensuring staff assessing Y6 swimming are confident and competent to assess water safety and self-rescue of children.	- Training for a member of staff to lead swimming in the long term.	£0	Staff assessing Y6 swimming are confident and competent to assess water safety and self-rescue of children.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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?: To be RAGged	Sustainability and suggested next steps:
A range of clubs offered by internal and external providers that engage all students including those with SEND.  Regular specialists teaching a range of sports throughout the PE timetable.  Implement orienteering across the curriculum so that students can remain active and engaged in all aspects of their learning.	- To restart providing 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 running clubs throughout the year. - Follow up contact with OAS mapping society and explore cross curricular links for orienteering activities.	£1,080	- Wider range of sporting and active clubs available after school. - Basketball, cricket and running clubs available throughout the year. - Orienteering implemented across the curriculum.	
All Y6 children to leave Waterfield with appropriate self-rescue and water safety skills.	- Additional self-rescue and water safety training for Year 6 children as most children have not been swimming since they were in Year 3.	£2530	All Y6 children leave Waterfield with appropriate self-rescue and water safety skills.	

<p>Further development of a child centred PE curriculum which embeds emotional and thinking skills as well as physical literacy into PE, sport and life.</p>	<ul style="list-style-type: none"> <li>- REAL PE subscription continued</li> <li>- Further staff training: CPD to refresh REAL PE as well as all staff attending an additional subject specific CPD session.</li> <li>- All class teacher-led lessons use REAL PE lessons every week with regular monitoring and support.</li> <li>- 'Webinars' provided by Mid Sussex Active Partnership, Active Sussex, Crawley School Games Officer and Sussex Cricket.</li> <li>- Release time for Subject champion to support new staff – including ECT.</li> <li>- Subject lead to incorporate wellbeing into the PE curriculum and into daily school life.</li> <li>- Improve the effective evaluation of the impact of PE lessons.</li> <li>- Further develop the assessment of PE skills within lessons and identification of strong outcomes for all pupils based on their achievements in different areas of the PE Curriculum</li> </ul>	<p>£123.75 (£495÷4, as shared across 4 priorities)</p>	<p>All teachers teaching at least good quality REAL PE lessons every week, so that children's physical literacy, emotional and thinking skills have improved.</p> <p>Year 3 ECT supported through modelling, planning support and team teaching allowing for confident PE delivery, so children engage fully in higher quality PE lessons.</p> <p>Wellbeing incorporated into the PE curriculum and daily school life.</p> <p>The effective evaluation of the impact of PE lessons has improved.</p> <p>Improved assessment in PE has led to stronger outcomes.</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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: To be RAGged	Sustainability and suggested next steps:
All KS2 children to participate in an external sporting/active event so they continue the sport/activity, either at play time or outside of school.	<ul style="list-style-type: none"> <li>- Participation in sporting/active events in the community for all KS2 pupils.</li> <li>- Access to a minibus to aid in transport</li> <li>- Business Insurance paid on staff cars so that transport can be given.</li> <li>- Subject champion to monitor participation over the long term to enable all children to participate in at least one event.</li> </ul>	£166 (£500÷3, as shared across three priorities)	<ul style="list-style-type: none"> <li>- By Christmas 2021: 70% KS2 participation in external events.</li> <li>- By Summer 2022: 100% KS2 participation in external events.</li> </ul>	
Children participating in external clubs in sports that they have an aptitude for.	<ul style="list-style-type: none"> <li>- Clubs signposted after PE sessions</li> <li>- Clubs signposted after external events</li> </ul>	£0	Children participating in external clubs in sports that they have an aptitude for e.g. <ul style="list-style-type: none"> <li>- Many Year 4 children now playing for Crawley Rugby Club at the weekend.</li> </ul>	

Signed off by	
Head Teacher:	<i>H. Hope</i>
Date:	November 2021

Subject Leader:	<i>E.Lockton</i>
Date:	November 2021
Governor:	<i>D.Martin</i>
Date:	November 2021