

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](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.

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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ TBC
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ TBC

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>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	N/A

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: 2022/23		Total fund allocated: £18,620		Date Updated: September 2022	
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:
					%
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:
School Focus: To provide children with regular opportunities in the school day to participate in physical activity. Intended Impact: <ul style="list-style-type: none">Increased participation, including in extra-curricular activitiesImproved health and fitnessFitness impacts positively on pupil progressImproved awareness of the benefits of a healthy life-style and being physically activeImproved physical activity and mental health and wellbeing through outdoor learning	<ul style="list-style-type: none">PE Specialist JASC to continue to work with HIS into next academic year 2021-22.Range of sports clubs on offer, including JASC to run a breakfast and after school multi sports club each week (offering more spaces to PP children)JASC to teach active playground games in Autumn 1 PE session for children to then play independently at play times – Training for MDMS to support this at lunch timesJASC to focus on working with additional targeted groups –Year 2 sports leaders/less active children/ children requiring gross motor support/gifted and talented/Pupil Premium	£815 on playground equipment and PE equipment Over time for MDMS to attend training – update on play times games and sports leaders £275 Jump Start Jonny Membership	Planning demonstrates that all pupils have access to a rich PE curriculum, which promotes physical development and a healthy lifestyle. Staff have observed children playing more active games during play times as a result of Playground Module taught. All children from KS1 who were asked said they enjoyed the playground games unit and most said they have been playing some still at playtimes. New playground equipment purchased supported active play times and support games taught. These were purchased following children’s suggestions and children are happy with them –		<ul style="list-style-type: none">PE Specialist JASC to continue to work with HIS into next academic year 2022-23Range of clubs on offer. JASC to continue with breakfast and after school club. Discussions around changing the focus of this to cover more areas e.g. gym/dance / athletics / striking & fielding. The focus changes throughout the school year.Links with local tennis club for after-school club.Continued training for MDMS and support staff to develop active play times

	<ul style="list-style-type: none"> • Sports Leaders to also support active games at lunch time. Sports Leaders have begun to support at events and we will begin to • Additional playground equipment to encourage active play times and allow children to play games taught in PE sessions • Brain breaks and movement to be encouraged throughout the school day e.g. Jump Start Jonny / Yoga – Encourage staff to use JSJ to make up their own routines to different songs – this will allow for sustainability • Forest Schools to offer opportunities for physical activity and mental and physical well-being • Whole school sports focus across year e.g. Mini Marathon 		<p>although they always want more balls!</p> <p>New PE equipment purchased to support to new units of work. Children wanted to use skills learnt to participate in games. Child conference in Summer showed 100% of Year 2 children feel they have learnt more about the sports and have enjoyed taking part in new activities. They reported that they have also been using this at play time to be active and apply skills learnt.</p> <p>Children all had positive things to say about Jump Start Jonny, mentioning it was good to be moving throughout the day in a fun way, but that they wanted more opportunities to move throughout the day, particularly in Year 2.</p> <p>Staff are using Jump Start Jonny often, particularly in Year 1 and Reception. They use it to either energise or calm children as needed.</p> <p>Children wanted more active things to do at play times and together we came up with suggestions of resources – Staff noted children are more active</p>	<ul style="list-style-type: none"> • Increase the number of Year 2 Sports Leaders to begin training in Autumn Term next academic year to begin support play times and lunch times in Spring or Summer term. • Children have enjoyed different schemes of work but would like more hockey and basketball games • Children in Year 2 want more active lessons and breaks throughout the day - JSJ • More playground equipment to be ordered following pupil voice • Continue with sports focuses such as Mini Marathon and competitions • Forest schools to continue with new Year 2 children • Advertise local sports clubs outside of school on notice board to support links with local community – to be based near entrances / exits. • Look into having another Healthy Body, Healthy Mind week • Continue with Active Playground games module in Autumn 1 and continue
--	---	--	---	--

			<p>but equipment gets used and lost when playing so will need updating often.</p> <p>Children took part in Mini Marathon and inter form competitions throughout the year. Children across the school want more events like this.</p>	<p>to work with staff to support and enhance play times.</p> <ul style="list-style-type: none"> Focus to create 'Amazing play everyday' through developing play literacy and improving active play at break and lunchtimes.
--	--	--	--	--

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	
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:
<p>School focus:</p> <p>To raise the profile of PE across the school and throughout the school day through effectiveness of PE Co-coordinator and employment of PE Specialist JA Sports Coaching</p> <p>Intended Impact:</p> <ul style="list-style-type: none"> PE profile raised within school community Better quality PE teaching within lesson time More pupils spending more time being physically active, 	<ul style="list-style-type: none"> PE Specialist JASC to continue to work with HIS into next academic year 2021-22 to introduce new topics to the PE curriculum following discussions with pupil focus group and teacher feedback JASC to continue to provide weekly planning to teaching staff Early Years to continue to use plans provided to ensure coverage and progression of skills JASC to provide guidance on high quality PE teaching 	£500 supply cover for PE coordinator	<p>All teachers are supported in their planning and delivery of a high-quality PE curriculum.</p> <p>A bank of quality planning built up which ensure continuity, progression and challenge. PE lead saw PE lessons across year groups and observed that plans were being followed, all children could recall previous learning and this was consistent across each year group.</p> <p>PE coordinator monitoring of plans and child voice has ensured consistency between lessons and</p>	<p>PE Specialist JASC to continue to work with HIS into next academic year 2022-23 to introduce new topics to the PE curriculum following discussions with pupil focus group and teacher feedback</p> <p>PE specialist JASC to provide weekly planning for teaching staff</p> <p>Early years to continue to use the plans created following progression of skills</p> <p>More whole school sporting events e.g. Mini Marathon,</p>

including playtimes and after school <ul style="list-style-type: none"> Increased staff confidence, knowledge and enjoyment Increased participation Improved health and fitness Improved awareness of the benefits of a healthy life-style and being physically active 	<ul style="list-style-type: none"> Whole school sporting events e.g. Mini Marathon Sports Leaders introduced to encourage more physical activity at play times Recreate links with PE senior lecturer and students from University of Brighton Forest school to be introduced to all KS1 PE display board focusing on current unit of work with key vocab and skills, also focus on sports leaders and winners or inter-form competitions 		development of children's skills. Children enjoy PE lessons and child voice shows that they have been making progress. 36 children took part in child conferences and 100% of them were able to talk about their PE lessons and knew why PE is important, they spoke of ways to stay healthy and look after yourself. When asked what they have learnt in PE, year 2 children used language such as "dodging, attacking, marking" Effective Forest School set up with KS1 children – positive feedback from all children and staff who have supported. Staff have noted that children are taking part in more physical activities during play times.	More Year 2 Sports Leaders to begin training in Autumn Term next academic year to begin support play times and lunch times in Spring or Summer term. New Forest School Leader to be trained to continue this next academic year. Hold another Healthy Body, Healthy Mind week Amazing play everyday initiative to start at break and lunchtimes Interschool events and links to be organised. Aiming to host other local schools in events
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%

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:

<p>School focus: To develop high standards in PE through high quality CPD and training.</p> <p>Intended Impact:</p> <ul style="list-style-type: none"> Improved confidence and knowledge of teachers in teaching PE Better quality PE lessons More active PE lessons Better differentiation within lessons 	<ul style="list-style-type: none"> PE Specialist JASC to continue to work with HIS into next academic year 2020-21 with a focus on coaching school staff. Lessons to include team teaching followed by class teacher leading sessions with observations and feedback from JASC Focus on how to add more challenge to lessons for children – JASC to model and add to planning to support staff PE CPD staff meeting following staff survey, focusing on areas staff feel they need more support. 	<p>£12,600 JASC Sports Specialist</p>	<p>Following staff questionnaire, staff are feeling more confident teaching PE and better know how to support and challenge pupils in their lessons. There are still some areas where they do not feel as secure so these will be a focus next year.</p> <p>Very positive feedback from staff following training from PE lead on Sports Hall Athletics. They request more similar training in other units.</p> <p>Staff feel positively about support from JASC, especially when observing or team teaching the lessons.</p> <p>JASC now highlight on plans how to support and challenge pupils. Staff are doing this more within lessons with JASC. Plans to be updated to ensure this is also happening during class teachers lessons.</p> <p>When asked who helps them to learn in PE, children responded saying Abi/Jenny and their class teachers. They reported that all adults who teach them PE support them if something is challenging and that they are beginning to give them more challenge if they find something</p>	<p>PE Specialist JASC to continue to work with HIS into next academic year 2022-23</p> <p>Use feedback from staff following training to hold PE training with other focuses e.g. gymnastics and dance.</p> <p>Continue with coaching method, with only one observed lesson a term.</p> <p>Update plans on system for Class teachers lessons.</p> <p>JASC to liaise with individual year groups for focus of CPD. This will allow a more tailored CPD programme for individual teachers allowing them to focus on improving their weaker areas.</p> <p>CD to take time to monitor the teaching of PE by other members of staff. This will then be followed up with CD addressing any areas staff need support with.</p> <p>JASC / CD to work with TA's and support staff on raising the quality of break times and lunch times. Through the use</p>
--	---	---	---	--

			easy. Children in Year 2 know it is partly their responsibility to ask for support or challenge.	of playground games and 'Amazing play every day'. CD and JASC to implement a new RAG system for PE assessment.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
School focus: To improve the range of sports and physical activities for all pupils. Intended Impact: <ul style="list-style-type: none"> • Broader more varied curriculum, following children's interests • Pupils experiencing new sporting activities • Increased opportunities throughout the school day to participate in physical activity 	<ul style="list-style-type: none"> • Updated curriculum plan following pupil feedback – a focus on introducing a range of sports and learning and applying tactics in Year 2. Focus on introducing playground games to offer a range of active activities at play times (and Sports Leaders to support this) • Planning time for PE Coordinator and JASC to focus on and review plans for current academic year • Further development of the Extra-Curricular Provision / clubs - JASC to run a breakfast and after school Multi Sports club 	£4080 Forest schools New equipment ordered as needed to support a greater range of sports	Link with Brighton University PE students. Students came in to teach a series of gymnastics lessons with Year 2 and lunch time club with team building games for Year 1. Positive feedback from all children involved. Support staff joined lunch time club and reported that they have gained new ideas of activities to try at lunch and play times with children. Children enjoy after school clubs on offer but would like to see more for example tennis.	JASC to continue before and after school club, look into changing focus each term JASC to change the focus of after-school clubs each term to improve the range of activities on offer. Encouraging a rise in participation and provision. Update curriculum plan following feedback from pupils. CD to try and increase the number of outside clubs coming in for after-school provision e.g. tennis club.

	<ul style="list-style-type: none"> Try to establish links with other locality schools about setting up multi skills competitions for Year 2 children Link with Brighton University All KS1 children to participate in Forest Schools with a focus on active and outdoor learning and mental well-being New sports to be introduced to the whole school curriculum 2021/22 			<p>Maintain and extend links with schools in locality (Downlands, Windmills, Hurst)</p> <p>Establish links with locality schools about setting up multi-sports competition with our children</p> <p>CD to investigate the possibility of holding Year 2 sports day at Downlands</p> <p>CD to buy more playground equipment in order to encourage the range of activities played at break and lunchtime</p>
--	---	--	--	--

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	%

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:
<p>School focus: To introduce the element of competition, fair play and good sporting behaviour across all year groups.</p> <p>Intended Impact:</p> <ul style="list-style-type: none"> More opportunities for all pupils to experience competition 	<ul style="list-style-type: none"> PE Specialist JASC to continue to work with HIS in academic year 2021-22. PE Coordinator and JASC to provide opportunities for regular sporting competitions across year groups / over a day 	£350 – JASC additional events	<p>Report on pupil voice about competitions</p> <p>Report on Early Years wanting more competition</p>	<p>PE Specialist JASC to continue to work with HIS into next academic year 2022-23</p> <p>Keep competitive element to sports day – re-use trophies</p>

<p>within sport in a safe controlled environment.</p> <ul style="list-style-type: none"> All pupils to learn and demonstrate how to behave correctly within a sporting activity and demonstrate fair play. 	<ul style="list-style-type: none"> Opportunities for termly sports challenge competitions, with rewards to encourage positive competition Added competition to continue with Summer Sports Day – trophy for the winning class Introduce locality competitions – contact local schools for multi skills competition with Year 2 (Contacted schools but they were not interested this year – will try again next year) 			<p>Continue with inter-form competitions for KS1 and introduce one in Spring 2 for Early Years</p> <p>Introduce locality competitions – contact local schools for multi skills competitions</p> <p>Holding whole school sports focus events like the mini-marathon, healthy body healthy mind week</p>
---	---	--	--	--

Signed off by	
Head Teacher:	A.J. Bates-Hollands
Date:	27.9.22
Subject Leader:	
Date:	