

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£17, 690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17.710

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. 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	
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 2020. 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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

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:	Date Updated:	
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: 62%
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>Early Years playground markings to offer a range of activities for break times and lunchtime. All pupils to be encouraged to develop fine and gross motor skills through planned playground activities.</p> <p>Playtime sports equipment and play leader bibs to be purchased. This will enable a greater range of high quality activities to be experienced and the promotion of physical activity at break and lunchtimes resulting in all children being involved in daily physical activity.</p> <p>The introduction to new games/sports and activities in PE lessons and in clubs. New equipment to be brought to enable this.</p>	<ul style="list-style-type: none"> To install new playground markings in lower school and Early years playground Better quality PE/Sports equipment to be purchased for planned weekly PE and for break and lunchtime use. Upskilling of lunchtime supervisors and sports leaders who in turn will help to run clubs/games Challenges using the playground markings to be set by sports leaders – encourage as much participation as possible across the school Following a teaching staff and pupil survey, new sports will be taught and played in 	<p>£9500</p> <p>£500</p> <p>£1000</p>	<p>All Reception pupils involved in quality outdoor physical exercise including scooter and bike track, designated areas for dance and gymnastics and hopscotch.</p> <p>Pupils are more active at break and lunchtimes having had new equipment introduced including skipping ropes, basketballs, balance stilts.</p> <p>All pupils continue to be involved in the daily kilometre walk.</p> <p>Different sports activities introduced which resulted in the subject lead wanting to look at</p>

	PE sessions e.g. volleyball, touch rugby		updating the current PE curriculum/scheme of work. This to be next for next academic year	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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:
The profile of sport and PE to be raised through increased celebration and through trained sports coaches (Shoreham Academy sport leaders) to lead a range of different sports clubs.	<ul style="list-style-type: none"> Shoreham Academy leaders and SBP Sports Lead to offer a range of before and after school clubs covering as many sports as possible Achievements to be celebrated in weekly assemblies, blogs and monthly newsletter Display board to promote sport, forthcoming fixtures and celebrate achievements 	£1600	<p>All KS2 pupils received an 8 week programme of dance – led by I-Stars dance teacher</p> <p>The school successfully participated in a range of competitions and came 4th in the Southern are basketball finals having won the local schools tournament.</p> <p>The school also won the local dance competition.</p> <p>All Key Stage 2 pupils took part in the Community Games</p> <p>All successes shared with school community via weekly blog and Funky Friday achievement assembly.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17.5%
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:
<p>Trained sports coaches from Shoreham academy to work alongside staff ensuring effective planning and sustained high quality sports and PE provision. Class assessment strategies to be developed with each class as well as personal CPD opportunities for all staff.</p> <p>The PE lead will be released to model the teaching of PE to other year groups. This will result in further consistency in the standard of PE and sports teaching across the school. Staff confidence will increase through the year.</p> <p>The PE subject lead to attend cluster groups in order to identify further training needs and development opportunities. This will result in CPD sessions being offered to all staff through the local partnership in order to build effective links with local schools and support the development of teaching.</p>	<ul style="list-style-type: none"> Shoreham Academy contract offers CPD opportunities for staff as well as the school sports leaders PE release time for Sports Lead to model effective PE teaching and attend CPD sessions at Shoreham Academy Gymnastic and dance coaches in to support teachers deliver these lessons. Invite coaches, sports professionals in to lead workshops and inspire children as well as teachers. 	<p>£1600</p> <p>£500</p> <p>£1000</p>	<p>Improved teacher subject knowledge and confidence - as a result of working with sports specialists from Shoreham Academy and subject lead.</p> <p>Subject leader more confident when identifying areas for development and inconsistent practice across the school. Evidence of effective feedback and discussions.</p> <p>Staff survey identified further areas where teachers required support.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
To offer a wider range of sports including some that the children may not have experienced before.	<ul style="list-style-type: none"> Additional sports clubs to be offered for children before and after school, with a focus on team games Greater opportunities for Key Stage 1 children to take part in a range of clubs e.g. multi-sports, dance, yoga Girls football team to be launched Year 6 to experience Volleyball Dance to be offered across Key Stage 2 Mixed 3/ 4 football team to be launched Year 5/6 basketball team to be launched Start a mixed year 5/6 touch rugby team Year 6 to be involved in a Dance festival 	Funding Allocated:	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Skills, knowledge and understanding of pupils has increased significantly</p> <p>Pupils enjoy PE and Sport and are very keen to take part and demonstrate a real desire to learn and improve</p>	Sustainability and suggested next steps:

<p>Additional achievements:</p> <p>As a school with a strong coastal connection, we offer swimming to Years 4 and 5 pupils to ensure they leave school as competent swimmers. We employ a specialist swimming teacher to provide these lessons and we pay the transportation costs using coaches.</p>	<ul style="list-style-type: none"> Swimming for all pupils in years 4 and 5. Children to leave school being able to swim 25 metres. 		<p>90% of Year 5 children were able to swim 25 metres by the end of the swimming sessions</p> <p>73% of Year 4 children</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				34%
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:
Weekly clubs to enable greater participation in physical sports activities for all pupils (including vulnerable pupils) as well as further developing skills of higher attaining pupils who have shown an interest in certain sports. The school will then benefit from greater success in local sporting events. The school to participate in a greater number of sports competitions to develop team work and competitive sportsmanship. To use the new minibus regularly therefore enabling greater participation in competitive sports	<ul style="list-style-type: none"> To participate in a greater number of competitive sport opportunities To participate in girls football matches To host netball and basketball matches 	£n/a	30% increase in the number of children across the school participating in a range of clubs. This may have been as a result of COVID lockdown over Autumn term where children were unable to take part.	
	<ul style="list-style-type: none"> Staff to be trained to drive the minibus Minibus leased 	£6077 annual cost	Seven staff members trained by West Sussex Instructor enabling greater off-site participation in sport competitions and activities.	

Governor:	
Date:	