

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](#) 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 2021/2022, 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](#).



Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£ 36'970 (HT £ 19'800 / PD £ 17'170)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 2'190
Total amount allocated for 2021/22	£ 37'040 (HT £ 19'840 / PD £ 17'200)
Total amount of funding for 2021/22. To be spent and reported on by 31 st July 2022.	£ 37'040

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>	<p>96.8%</p> <p>3 non swimmers out of 96</p>
<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>	84.3%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96.8%
<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>	Yes (Booster sessions for non-swimmers in Upper school)

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:	
<p>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</p>			
Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Thriving sporting culture throughout the school • High quality PE teaching across the school • Active elements to every day • Identify and support least active students • Competitive opportunities for all 	<ul style="list-style-type: none"> • Staff to incorporate at least 2 hours of PE into their weekly timetable • PE coordinator to work across year groups supporting their PE provision with planning support and resourcing • Brain breaks to be used to re-focus children and improve concentration • Use teaching experts to support teaching across the school • Pupils to take part in daily runs • Timetable to use outdoor equipment weekly • Range of clubs- before school, lunch and after school. Introduce new. • Sports coordinator making links with outside clubs • Questionnaire sent out to all students to identify least confident and least active 	<ul style="list-style-type: none"> • School awarded The Platinum School Mark by Surrey in recognition of our excellent PE provision and our commitment to healthy and active lifestyles • 2 hours of PE timetabled across the school • Experts supporting teachers across school. Particularly Lucy Babbage and Lucy Dolling in Gym and Pewley sports. • Inset held on active lessons and breaks. • House PE competitions planned for following year • Links to external clubs now available on school website. 	<ul style="list-style-type: none"> • Need to broaden Lucy Babbage time to Pewley to get most from her expertise • House PE competitions to be established in school calendar. We have found timetabling for this difficult.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
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:	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"> • Thriving sporting culture throughout the school • Values based approach to PE teaching • Promote school sports to parents • To recognise and esteem the role of Young Leaders • Healthy lifestyles for all, for life 	<ul style="list-style-type: none"> • Ensure values are demonstrated in lessons and in competitions • Purchase new kits • Report through regular newsletter and on website and Twitter • Assemblies to be led by pupils celebrating achievements and major sporting events. • PE and school sport noticeboard to be regularly updated • Social media updates of sporting events on Twitter and school website • Celebrate participation through certificates- introduce Values emphasis per term. • Sports Crew training • House competitions to be held and points awarded • Class/year competitions • Invite visitors to school as role models • Sports lead at Pewley organising a week of living healthily and being active at Pewley 	<ul style="list-style-type: none"> • Behaviour in PE lessons improved and better engagement noticed. (Pupil Chats) • New kits purchased and children look smart and proud to represent school • School House Captains regularly report successes in assembly. • Sports crew trained and working in multiple ways in different year groups • Noticeboard up and running with photos and notices 	<ul style="list-style-type: none"> • Continued dialogue and feedback on best practice for behaviour management in PE • School sponsor found for kits • Sports crew prestige is high amongst Year 6

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
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:	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"> Enhance the knowledge, confidence and skills of staff to ensure the quality of PE is consistently high across the school Concise curriculum map 	<ul style="list-style-type: none"> Coordinator implemented clearly linked curriculum maps & progression of skills document to support teachers planning. Gymnastics INSET Coordinator and experts to team teach/ support Cover for PE co-ordinator to lead and monitor (observations) PE across the school, including curricular and extra-curricular PE PE Leader to be supported by members of the SLT to ensure effective subject leadership and monitoring 	<ul style="list-style-type: none"> Specialist teachers supporting teachers with PE planning and teaching. New planning map created by sports co-ordinator with clear progressive structures for each year group. Children can talk about key objectives in lessons and within a PE unit. Time given to sports lead to manage curriculum and support teachers – allowing for an informed and cohesive approach 	<ul style="list-style-type: none"> Top up insets needed and extra support for Pewley staff in early years Planning map needs minor adjustments due to logistical issues with active spaces

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Improved attitudes and participation in PE • All pupils to engage in extracurricular clubs or teams • Range of sporting experiences all children • All children to be water safe by Year 6 	<ul style="list-style-type: none"> • Purchase equipment for new sports • Broad range of clubs offered • Before and after school and at lunchtimes. • Astro fully timetabled as an extra active space • All classes timetabled to use outdoor equipment weekly • Better range of activities available at lunchtimes and playtimes • Outdoor and adventurous activities- link Paul (our outdoors expert) • OAA during Residential and activities week • Involve a range of external clubs • Skipping workshops for all pupils in Y3 • Hockey coach Mary Booth • All Year 3/4 pupils to receive swimming lessons. • Targeted Year 5/6 non-swimmers to participate in booster lessons • Sports coordinator lead Guildford Primary Schools Sports Association – encouraging local schools to take part in sports so that we have a thriving sports calendar in Guildford 	<ul style="list-style-type: none"> • Behaviour in PE lessons improved and better engagement noticed. (Pupil Chats) • Sports Clubs up and running with over 10 free active clubs available throughout the week. • Children using Trim Trail lunch and break when weather is good • Children representing the school and feel proud to be part of a team. • Hockey club up and running with professional hockey coach. Matches played with local schools. Every child at Hockey club has represented the school. • Target swimming lessons achieved for lowest swimmers • External clubs running for dance and judo 	<ul style="list-style-type: none"> • Continue to look for opportunities for new clubs • Speak with Lucy B about a gymnastics club • Active Surrey no longer • Offer competitions. Need to think about options for inclusive sport

Key indicator 5: Increased participation in competitive sport

Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • To develop sporting attitude, focusing on our school values and our PE principles of collaboration, independence, engagement and perseverance • To develop pupil voice in PE • High quality sporting calendar with opportunities for all 	<ul style="list-style-type: none"> • Regular whole school intra competitions throughout the year • Ensure intra class competitions every half term in PE lessons • Personalised emails to parents to encourage children to take part in school and out of school teams • Sports coordinator linking school sporting calendar together • Sports coordinator identifying children yet to represent the school • School coordinator organising fixtures throughout the year in a range of sports 	<ul style="list-style-type: none"> • Over half of school population have represented the school • Year 6 at 90% representing the school • Year 5 80% • Children know the importance of being part of a team • Children feel connected to their school and see a purpose to their physical activity • Young leader role is held in high esteem by the children. Applicants for next year’s cohort are high. • Young leader role is much more visible across the school community 	<ul style="list-style-type: none"> • House events have been challenging to run and need careful timetabling • Ask young leaders what they would like to run next year to make them feel more engaged in the projects. • Consider house XC race • Consider ways to develop young leaders at Infant site • Look for opportunities to represent the school at Infant school