

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 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 2020/21	£ 0
Total amount allocated for 2021/22	£18920
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£18981
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18981

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 2021.</p> <p>Please see note above</p>	72%
<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>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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

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: £18981		Date Updated: 22/07/23	
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: 24%
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:
<ul style="list-style-type: none"> To create more active play opportunities for children at break and lunch time. Children to engage in team games as well as creative and imaginary play during break / lunch / outdoor lessons. To make PE lessons and other outdoor sessions for children with individual learning needs more engaging and active 	<ul style="list-style-type: none"> Provide new table tennis tables for indoor lunchtime club Provide one outdoor table tennis table for top playground Introduce 'Fitness Fridays' – whole school dance session in playground Provide new football goals Provide new playground equipment for Reception and KS1 areas e.g. crates, building blocks, balance equipment Provide a range of equipment to help teachers better differentiate PE lessons e.g different sized balls, bats 	£4500	<ul style="list-style-type: none"> Many pupils who have found break and lunch time challenging are now engaged and adopting new behaviours in the playground. Teamwork is being established and children are engaging with a variety of active play opportunities. Children playing table tennis outdoors Children continuing to use the outdoor gym equipment sensibly Children have loved participating in dance on Friday lunchtime 	<ul style="list-style-type: none"> A big push is still needed in creating more active lessons outside core PE lessons. PE lead to help raise profile of importance of 30 minutes of activity per day and disseminate lesson ideas through staff meeting. (See Active Sussex Website) PE lead to meet with Reception and KS1 teachers to look at how to engage all children for 30 mins per day across the curriculum. Gym apparatus needs 	

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	<ul style="list-style-type: none"> Fix the gym vault apparatus 		<ul style="list-style-type: none"> Over 50 children have attended table tennis club with local Club coaches instructing PE lessons observed or fed-back on are generally more active and better organised using new equipment 	auditing / updating
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 39%
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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?:
<ul style="list-style-type: none"> To encourage physical activity in the form of organised games during lunchtime. To bring together pupils working in teams /uniting girls & boys in team sports. To improve whole-school behaviour through structured activities during break and lunch times To improve the confidence, motivation, physical literacy, 	<ul style="list-style-type: none"> We have engaged the services of a sports mentor/coach. Sports coach / mentor has been leading a variety of organised activities in the playground during lunchtimes and training MDSAs and TAs in leading activities for children across the KS1 and 2 playgrounds. 	£7820	<ul style="list-style-type: none"> Overall impact on the playground suggests far fewer behavioural problems as well as fewer playground issues returning to class. Pupil voice surveys suggest that children are enjoying the range of more structured play opportunities provided by
			Sustainability and suggested next steps: <ul style="list-style-type: none"> Use of Coach next year to be targeted on a greater number of children across the year. PE lead to make clear to class teachers in advance the purpose and objectives of these sessions so as the children can be carefully identified.

<p>fitness and well-being of specific children with individual needs within PE and sport</p> <ul style="list-style-type: none"> To raise the profile of physical activity through 'Active 10' To raise the profile of physical activity and sport within the school community 	<ul style="list-style-type: none"> The sports coach has also led mentoring sessions in physical activity, physical literacy and wellbeing for a group of targeted children throughout the year (Around 60 children benefited from these sessions including many PP, SEN and children with a range of social and physical development needs) Sports Council was set up with representatives from each class to meet with PE lead. SC feedback from children on how to improve PE and sport in school, help PE lead raise profile of PE and sport. Sports leaders in Year 5 and 6 helped with Sports Day events in R / KS1 and KS2 Weekly use of the website, newsletters and assemblies to celebrate PE and Sports successes 		<p>the coach and look forward to break and lunch times.</p> <ul style="list-style-type: none"> Evidence of feedback from individual children mentored by the coach suggest improved confidence in PE lessons and greater motivation to take part in physical activity both in school and at home. Teachers report improved behaviour from these individual children. 	<ul style="list-style-type: none"> PE and Sports board to be put up celebrating successes and upcoming events Sports leaders to be used more during lunchtimes
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<ul style="list-style-type: none"> To improve the quality of teaching of both indoor and outdoor PE lessons across all year groups Improve the knowledge and skills of dance teaching amongst staff in PE lessons 	<ul style="list-style-type: none"> PE lead attending School Games meetings and other local CPD events – information to be fed back to staff Ensure all teachers are trained in use of PE Hub resources PE lead to drop-in to lessons and meet briefly with teachers after school to discuss individual needs or possible avenues of support or coaching 	<p>£600 (cover)</p> <p>£500 (subscription)</p>	<p>Anecdotally, staff feel more confident across more aspects of PE teaching, particularly gymnastics and dance. Staff more confident with knowledge and skills and progression within lessons.</p>	<ul style="list-style-type: none"> Still much work to do with assessing where children are at the start of a unit of activity. CPD needs for new and older staff to be assessed through Survey Monkey Talk to key members of staff to join 'PE Team' Organise whole staff CPD on areas of most need (See survey results) PE Lead to drop-in to help team teach with NQTs or those with a particular need Research any specialist coaching needs e.g. dance CPD opportunities for new term to be disseminated to staff e.g from Active Sussex and School Games

				websites / emails
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 23%

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:
<ul style="list-style-type: none"> To create more active play opportunities for children at break and lunch time. To provide targeted activities or support to involve and encourage the least active children To improve the quality of both indoor and outdoor PE lessons across all year groups Improve confidence in cycling To ensure more children leave Year 6 as capable 	<ul style="list-style-type: none"> Full audit of all PE resources and purchase of new equipment where needed e.g. tennis balls, variety of balls for KS1 Provide new gymnastics apparatus and disseminate to staff about how to use it efficiently during indoor PE lessons Sign up to bikeability level 1 and 2 courses for Year 5 and 6 Provide extra swimming 	<p>£2800</p> <p>£1300</p>	<ul style="list-style-type: none"> Children are more engaged and active during play and lunch times as well as during other outdoor sessions for children with specific learning needs. Feedback from PE lessons is that use of gymnastics equipment is more frequent, effective for teaching and embedded within units of work. Staff have fed back that children are better resourced in lessons and able to work in smaller groups and be more active, with less sitting and watching. 	<ul style="list-style-type: none"> Continue to offer table tennis lunchtime club with BTTC coaches / PE Lead Contact Sussex Cricket about their free taster sessions and whole-school training and lessons that they are now offering on-site. Contact Queens Park Tennis Club regards school/club links and after-school clubs. Big push on girls football in years 3-6

<p>swimmers and with confidence in water.</p>	<p>sessions in year 6</p>		<ul style="list-style-type: none"> • More children trained in level 1 and 2 bikeability 	<p>following on from the success of the women's World Cup. Hopeful participation in both local FA girls league and cup matches and 7-a-side competition.</p> <ul style="list-style-type: none"> • Start a cross-country running club in Queen's Park.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
<ul style="list-style-type: none"> • Increase and actively encourage pupils' participation in the School Games • organise more sport competitions or tournaments within the school (intra-comps) • coordinate and enter more sport competitions or tournaments across the local area, including those run by sporting organisations • Find pathways for gifted and talented children 	<ul style="list-style-type: none"> • Close links and liaising with Emma Greenough from School Games in Brighton and Hove • Set up link with Brighton Table tennis club – establish lunchtime and after school clubs • Enter netball, cross country running, hockey, tri-golf, raquets, indoor athletics, netball, Withdean athletics through School Games • Join local boys and girls football leagues and cups run by local FA (Tim Herbert) • Contact clubs about gifted footballers in year 5 	<p>£1200 (Affiliation for School games, transport costs and cover)</p>	<ul style="list-style-type: none"> • Children who participated in one or more inter-school event this year: <ul style="list-style-type: none"> 60% of Year 6 45% of Year 5 28% of Year 4 15% of year 3 • Huge amount of pride and increased confidence across Years 3-6 associated with successes as well as simple participation in all the events and matches in which QPS competed. This raised the profile of physical activity within the school. • Excellent links with BTTC. Around 20 children attended BTTC after school club linked with the community café • BTTC coaches providing a weekly lunchtime club at 	<ul style="list-style-type: none"> • Increase these participation rates for next year by getting more different children involved. • Help find pathways for more talented children in different sports e.g swimming, cycling, tennis, athletics • Enter a team for the School Games Swimming gala in summer term • More intra-competition needed between classes / year groups e.g. basketball hoop-scoring tournament, skipping or fitness challenges – sports leaders to help organise.

			<p>school</p> <ul style="list-style-type: none"> • Several gifted table tennis players are now attending the club several times a week • Both boys and girls football teams had bigger squads and experienced more success in both leagues and cups. • Gifted footballers given trials for Brighton schools 	
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Signed off by	
Head Teacher:	Emma Gale
Date:	26/07/23
Subject Leader:	Adam Taylor
Date:	26/07/23
Governor:	
Date:	01/07/22