

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2022: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Girls football and girls up take and enthusiasm for PE has continued to improve. • More pupils swimming – Now able swimmers are doing swimming and improving their skill – swimming data is being collected. • Lunch time club for less active children – Mr Selley. • Active maths for EYFS to embed PE cross curricularly. • Offer of alternative sports to children – Hannah Green looking to set up a hockey club. • Assessment in PE has been set up, data from July 2021 has been used to inform extra Tuesday PE groups. Data to be collected termly. • More staff showing an interest in PE. • Year 5 children trained as play leaders for KS1 children. • Enthusiasm for a range of sports is shown by children – healthy living week • Build dance into PE curriculum. CPD provided • % of children in clubs has increased • Landscaping around outdoor gym will be provided in the near future | <ul style="list-style-type: none"> • Children’s fitness – Smile Mile every day and reviewing of other opportunities for activity. • Questionnaire for girls to gauge enthusiasm to back up claim. • Build dance into PE curriculum. This will include CPD for staff. • Children to take more ownership of play groups and older children to inspire younger children and focus groups. • Staff CPD to build confidence to play with children at lunchtime and build towards supporting PE lessons. • Soft data – questionnaires for staff and children to back up hard data. • Link between good physical health, emotional health and wellbeing into the culture of school. • Record sporting successes more publicly. • More hard data to celebrate and prove successes. |

Swimming Data

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| 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. | |
| 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 2021. | 69% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 44% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 0%* This will need to be looked into and booked. |
| 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? | Yes/No (For 2021/22 for Year 5, not Year 6) |

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.

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| Academic Year: 2021/22 | | Total fund allocated: £19,800 | | 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: |
| | | | | | 61% |
| 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">Create a culture of daily exercise with every class doing the Smile mile every day. Create new Smile Mile focus for each half term. Road to Wembley last year worked well. Come up with a theme for each half term. Aut 2 – Road to Bethlehem.Raise attainment in PE by collecting PE data and having extra PE lessons to focus on this. This could be getting more children to ARE, GD or preparing EYFS or KS1 children for transitions to year above by focusing on key PE skills. | | PE display board to show daily progress and give inter class competitive element. Weekly updates to remind teachers to do it and get children excited. Each class has an allocated time to do it. | | £39.60 (LSA time) | PE display smile mile focus linked with theme – Christmas and Easter. Children have reported being able to reflect on RE messages. |
| | | Use of PE data to inform who focus children should be (either children at cusp of working at or cusp of GD) | | £140.24 (Coordinator time) | Analysis of PE data has shown greater impact in younger children (REC – Year 3). |
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| <ul style="list-style-type: none"> Active Maths in EYFS to boost activity and consolidate early maths knowledge. | Active maths budgeted and timetabled to be led once a week by teacher or LSA in maths lessons. | £1170 | Teachers report using it regularly and that the children love it and it gives the chance for children who struggle in formal maths lessons to build confidence and understanding through a more active context. Teachers report it has helped to embed the learning. | Make active maths available to EYFS and KS1 for next year. |
| <ul style="list-style-type: none"> Further the culture of regular exercise for all years by providing weekly lunchtime sports clubs with Mr Selley (football, hockey, basketball, cricket, Year 3/4 girls football) Year 1 also offered after school multi-sports, Year 5 and 6 boys and girls football. | Routine has been established. Attendance towards end of Spring 1 started to dwindle so focus switched to providing Year 3 and 4 girls football and other sporting opportunities such as hockey and basketball to children in Years 3,4,5 to boost club numbers. | £3990 | Children have reported enjoying the team games nature of the clubs as it builds teamwork and helps them make friends. Children would like more structure to the sessions and rules being policed more consistently by Mr Selley. Children would also like more inclusivity as girls report boys not passing to them in football. Year 5/6 girls footballers have reported that they are worked hard in training sessions and that their skills have improved. They would like more matches though. Numbers of children participating have been included in clubs % data. | Maintain clubs into next year. Review inclusivity for next year e.g girls only clubs especially where football is involved. |
| <ul style="list-style-type: none"> Make links between school and more vulnerable families especially after the pandemic and Introduce specific family orientated activity session to encourage, inspire extra physical activity and promote family well-being. | Identify and target those children who are least active into a new physical activity programme that includes pupil consultation and parental engagement. | £13.20 (HSL time) | Further research and implementation needed to make an impact. | |
| <ul style="list-style-type: none"> Grounds improvements – sports | New PE and play equipment has been ordered to replace old or missing | £1449.30 | | |

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| <ul style="list-style-type: none"> Sports equipment inspection and maintenance Equipment and storage % children have taken part in school clubs. | <p>equipment and enhance lunchtime play.</p> <p>Keep track of % children who have taken part in school clubs. Work out which children have not and find out what they would be interested in.</p> | <p>140.24 (Coordinator time)</p> | <p>Club percentages are: Year 1 – 37% Year 2 – 30% Year 3 – 100% Year 4 – 100% Year 5 – 100% Year 6 – 50%</p> <p>Impact is that greater numbers of children than before have participated in clubs and been active.</p> | <p>From the start of next year, focus on a year group each half term for lunch time clubs in order for all children to have participated in a club at least once in the year.</p> |
| <ul style="list-style-type: none"> Swimming: all Year 5 children have taken part in a block of swimming lessons. They will continue in order to raise attainment. | <p>Ensure communication with parents and swimming pool as well as recording swimming data at the end of each block.</p> | <p>Both classes have had extra blocks of swimming - £1035</p> | <p>Majority of children can swim 25m. More proficient swimmers are able to improve skills and learn more advanced strokes. Children have enjoyed swimming. The beginner swimmers have reported they feel they get lots of help and a good amount of swimming time. Middle and advanced swimmers would like more swimming time due to the nature of having to share a lane. Boys have questioned about changing facilities.</p> | <p>Continue to develop swimming curriculum. Review boys changing facilities – buy new changing tents. Review with swimming baths about the curriculum being taught to teach more advanced parts such as safe self-rescue. Review whether it is affordable and possible to have a third lane and third teacher to maximise swimming time for all children.</p> |
| <ul style="list-style-type: none"> Special flooring around outdoor gym will be laid so that it can be used all year round. | <p>Get flooring laid.</p> | <p>£4119.04</p> | <p>Children will be able use outdoor gym equipment all year round.</p> | <p>Once flooring is laid, gym equipment will be more used as at the moment as it's on the field, it is inaccessible during the winter</p> |

| | | | | months. |
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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: |
| | | | | 19% |
| 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"> ERPSSA Membership | Sports memberships used to embed latest practice and CPD. | £100 | ERPSSA membership opens door to organised events and competition. This has enabled participation in inter school competitions and leagues. Children have reported enjoying playing against other schools with some children reporting that they would like to play more matches against them. | As covid restrictions continue to ease, next year's sports calendar should be more normal so more opportunities will be available. |
| <ul style="list-style-type: none"> PE coach to mentor targeted children in extra Tuesday PE session. | Identify key children for support. PE coach to meet regularly with children, offer opportunities. Review progress half termly through assessments. | £3600 | Analysis of PE data has shown greater impact in younger children (REC – Year 3). Children have reported doing football, multi-sports and mini golf in sessions. They feel challenged in matches and during the extra lessons. They feel that these extra sessions have helped them develop their overall PE skills. | Continue to offer the extra PE sessions next year with focus on Reception to Year 3. |

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| <ul style="list-style-type: none"> Children trained as play leaders to lead KS1 play – raise awareness of manners, kindness etc. | <p>Play leaders have been trained but will need further monitoring and training. New play leaders trained termly to keep it fresh.</p> | <p>£35.06 (coordinator time)</p> | <p>Adults have indicated improvements in children's behaviour. One Year 5 who's behaviour can be challenged has been praised for how he plays with the younger children and this has had a positive impact on him.</p> | <p>Continue next year with children trained in a series of different games and order play equipment specially for play leaders.</p> |
| <ul style="list-style-type: none"> Sports newsletter to be sent out termly to update parents on PE and sports news and updates. | <p>Termly letter written up by PE coordinator. Where possible, children will help write up articles as well.</p> | <p>£35.06 (coordinator time)</p> | <p>Still needs to be developed further.</p> | <p>Get children to immediately write articles after PE/sports events in order to grow the newsletter over the course of a term.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 10% |
| 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"> Build Dance into PE curriculum | <p>Specialist dance teacher will teach Spring term dance to Years 4, 5, 1, and EYFS with PSD Coach to give him the CPD to be able to take on dance teaching himself from Summer Term onwards.</p> <p>Royal Opera House Dance course has also been used for PE coach and teaching staff to help bring in links to English curriculum and other areas.</p> | £2040 total | <p>Children have reported finding dance fun. They have enjoyed the experience of learning new things and working together and learning new dances. They report wanting to learn more dances and were excited to know they were doing a block of dance lessons. Boys reported being happy to do further dance lessons.</p> <p><i>PE coach reflects on his CPD: Doing the dance cpd opened up my eyes to dance and how I can incorporate it into my own PE lessons.</i></p> <p><i>It gave me different material which I can use for different age groups. With this material it also showed me how I could progress it for those who are doing well at it and not so well too.</i></p> <p><i>It made me feel comfortable in being able to teach it to a class as before I did the cpd I wasn't as confident with dance as i am now.</i></p> | <p>Dance lessons to be blocked into curriculum to ensure this element of the national curriculum is consistently taught especially now PE coach has been trained.</p> |
| | Extra dance lessons during Spring term were offered to Year 2 children to help with well-being. | | Teacher reported that the children who did this felt calmer afterwards and it made them happy. | Review whether this is something that can be offered next year to help children with their well-being. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| <p>Additional achievements:</p> <ul style="list-style-type: none"> Use healthy living week to promote new range of sports and activities. | <p>Book activities and sports for healthy living week that children may not have done in school.</p> | <p>£1790</p> | <p>Children report that they really enjoyed skateboarding. They felt challenged and felt fulfilment as they were pushed to their limits and felt successful when they were able to do the tricks. They felt it built their confidence.</p> <p>Children also reported that in class they felt lessons on mental well-being were informative.</p> <p>They also found sessions on boxing, archery and golf enjoyable and liked being able to sample different sports.</p> | <p>Next year, continue policy of booking sports that aren't usually covered in school and have mental well-being focus.</p> |
| <ul style="list-style-type: none"> Increase specific activity opportunities for girls – Mr Selley to run Year 3 and Year 4 girls football, | <p>Introduce new extra-curricular club for targeted girls. Use Year 6 girls footballers.</p> | <p>Included in costs of promoting regular exercise.</p> | <p>Girls have reported enjoying building their skills. They like that when they get something wrong that Mr Selley is patient and helpful.</p> <p>They would like more time to play matches but really enjoy the cat and mouse game.</p> | <p>Continue to provide football club for Year 3/4 girls.</p> |

| 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?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Children in KS2 take part in termly interhouse competitions to increase participation in competitive sport. Autumn Term competition was a great success – boys and girls split which helped all children to compete fairly. Promote competitive opportunities for all pupils in both intra and inter school formats. Implement reward system that celebrates achievement in sport – fair play, effort, teamwork. Extend links with community clubs (Chertsey Town FC) – Mr Selley. | <p>Instruct PE coach to carry out competitions for final PE lesson for each term – record results to celebrate in end of term assembly.</p> <p>House events, ERPSSA fixtures, tournaments, festivals, Xavier CET sports opportunities.</p> <p>Create school sporting value for each half term which is awarded weekly in assembly by PE coordinator.</p> <p>Build on current links. Explore new links, particularly in girls football and athletics.</p> | <p>£70.12 (coordinator time)</p> <p>£33.14</p> | <p>Children enjoy competing against each other. They report that this helps them build confidence in more pressured environments. They also feel like they have developed a greater sense of fair play.</p> <p>Children reported that they understand the PE values but feel they don't link to the classroom environment. More work needed to get children to make this link.</p> <p>Mr Selley is also manager of Chertsey Town Football Club. He has fully engaged with the school in what he can offer to school and the children are benefitting immensely from him.</p> | <p>Special assembly to celebrate successes.</p> <p>Staff CPD to help children make the link.</p> <p>Arrange for a club day where children can train with players.</p> |

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| Signed off by | |
| Head Teacher: | Hanorah Murphy |
| Date: | 20 th July 2022 |
| Subject Leader: | Ciaran Pell |
| Date: | 20 th July 2022 |
| Governor: | Sarah Whelan |
| Date: | 20 th July 2022 |