

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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TRUST





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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Girls football and girls up take and enthusiasm for PE has improved. More pupils swimming – Now able swimmers are doing swimming and improving their skills. Lunch time club for less active children. Active maths for EYFS to embed PE cross curricular. Offered alternative sports to children – Cricket, Tag Rugby. Creation of PE Assessment framework to be implement in 2020/21. 	<ul style="list-style-type: none"> Children’s fitness – Smile Mile every day and reviewing of other opportunities for activity. Teacher CPD – PE Coordinator on Level 5 course. Enquire about PE coach CPD.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
- The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school. - Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Total Carry Over Funding: £6487.76
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils : <ul style="list-style-type: none"> Review and develop PE curriculum that is broad and engaging for all age groups. PE curriculum to be built around key skills and clear progression between year groups. Build up assessment in PE criteria taking into account of physical skills and cognitive thinking. Buy new football goals. Currents ones are rusting, falling apart and the nets are broken. Children have been asking for them. 	Actions to achieve: Review different planning schemes and find the best one that fits PE vision to build it around. 9 hours coordinator work at £100 plus £75 materials cost. Use curriculum skills to build up assessment framework. 8 hours coordinator work at £100 plus £62.76 materials cost. Identify new goals and order.	Carry over funding allocated: £975 £862.76 £2,400	Evidence of impact: Now we have a cohesive map of PE skills and progression across the school. PE skills are embedded in PE planning. PE assessment is helping raise standards of teaching and learning. This also aids in identifying children who need further PE support. Understanding the cognitive side to PE helps raise attainment for Greater Depth. Football lessons are now enhanced with new equipment and children are more willing to play football at playtime.	Sustainability and suggested next steps: Continuous review of planning. PE data is on target tracker to analyse data to track attainment. Data analysis of data each term to identify attainment across the school and reasons for it. Children to be taught how to look after the football goals so that they will last.

<ul style="list-style-type: none"> CPD (afPE Level 5 Primary School PE Specialism) to PE coordinators to improve PE knowledge and improve leadership. 	Book onto suitable CPD course.	£1,250	PE coordinator has enhanced his knowledge of their subject. Feedback to PE coach about teaching & learning and curriculum vision are now stronger.	PE coordinator has greater confidence to review the subject and improve key areas. This means that he can grow the subject in school and promote it more to other teachers – several are showing an interest in getting more involved.
<ul style="list-style-type: none"> To help engage children with physical activity aimed at their well-being regular football sessions at lunchtime will be offered. 	Company PPA has been lined up to provide.	£100 per week £1000	Questionnaire – children reported that they felt they benefitted with increased exercise and the expertise of PPA coach. They found sessions motivating, enjoyable and also felt they developed their skills and notions of fair play and sportsmanship. They also reported to feeling relaxed and calmer after the sessions.	Continue to run it for next year with view to get PPA to support PE coach in running other football clubs.

Swimming Data not available due to Covid Lockdown.

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
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?	Yes/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: £19,800	Date Updated: 14/12/21	
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:
				71%
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 up assessment in PE criteria taking into account of physical skills and cognitive thinking. 	Use curriculum skills to build up assessment framework. 12 hours coordinator work at £100 plus £90.24 materials cost.	£1290.24	Now we have a cohesive map of PE skills and progression across the school. PE skills are embedded in PE planning.	Continuous review of planning. PE data is on target tracker to analyse data to track attainment.
<ul style="list-style-type: none"> Smile mile every day. Link to Euro 2020 to increase interest and competition between classes. 	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.	£100	Children said they were more motivated to do the smile mile.	Smile will continue to run daily. After Euro 2020 is finished, link to Olympics and in future continue to link it to sporting events happening and cross curricular.
<ul style="list-style-type: none"> Extra PE support provided by PSD to children to enhance well-being. 	Teachers asked to identify children who would benefit. Extra PE timetabled and budgeted for.	£100 per week - £3000	Children said they enjoyed the sessions and felt it impacted positively on their well being.	Continue to budget and timetable continued extra PE sessions to link to wellbeing.
<ul style="list-style-type: none"> Active Maths in EYFS to boost activity and consolidate early maths knowledge. 	Active maths budgeted and timetabled.	£960	Evidenced in Early Learning Maths and PE goals –children have made progress in maths and PE related EYFS goals.	Continue to budget and timetable continued Active Maths.

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<ul style="list-style-type: none"> Grounds improvements – sports and sports equipment inspection and maintenance 	Inspection took place – Spring Term	£2000 £1880	<p>Spring – Number 63%, Shape 63%, Moving and Handling 63%</p> <p>Summer – Number 92%, Shape 92%, Moving and Handling 92%</p> <p>New basketball hoops were installed as the old ones were rusting away. This now means the basketball hoops can be used safely and without the balls getting stuck in the old netting.</p>	Continue to have regular inspections and replace/update old equipment when required.
<ul style="list-style-type: none"> Equipment and storage 	Play equipment and storage bags were brought for each class due to Covid bubbles for break/lunch times.	£2844	Children were engaged in a range of different games. Children said they felt encouraged by the equipment and links to PE lessons to have a go at break as well.	Regular updates to staff and children to look after play equipment. Monitors to keep track and regularly sort equipment.
<ul style="list-style-type: none"> To help engage children with physical activity aimed at their well-being regular football sessions at lunchtime will be offered. 	Company PPA will provide.	£100 per week £2000	Children have said they enjoy the extra physical activity and playing football is a regular boost to their wellbeing.	Continue to run it for next year with view to get PPA to support PE coach in running other football clubs.
Key indicator 2: The profile of PESSPA (Physical Education, School Sport & Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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 access inter school competitions.	£100	No ERPSSA events happened due to COVID.	Ensure events and leagues are entered for 2021-22 academic year.
<ul style="list-style-type: none"> Active Maths in EYFS to boost activity and consolidate early maths knowledge. – Linked to point in indicator 1 	Active maths budgeted and timetabled.	Cost included in Indicator 1	<p>Evidenced in Early Learning Maths and PE goals –children have made progress in maths and PE related EYFS goals.</p> <p>Spring – Number 63%, Shape 63%, Moving and Handling 63%</p> <p>Summer – Number 92%, Shape 92%, Moving and Handling 92%</p>	Continue to budget and timetable continued Active Maths.
<ul style="list-style-type: none"> Extra PE support provided by PSD to children to enhance well-being – Linked to point in indicator 1 	Teachers asked to identify children who would benefit. Extra PE timetabled and budgeted for.	Cost included in Indicator 1	Children said they enjoyed the sessions and felt it impacted positively on their well being.	Continue to budget and timetable continued extra PE sessions to link to wellbeing.
<ul style="list-style-type: none"> Further extend the work & impact of the mental health lead in raising outcomes in all subjects, including PE 	Increased focus on mindfulness, emotional wellbeing support programmes, PSHE and character development to build confidence, resilience and participation	£500	After COVID, children said they benefitted with an added focus on mental health and well being.	Continue to make links between PSHE and PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
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"> PE coordinator on PE course to develop pedagogy and direction that PE teaching in school is to take. PSD support meetings to help curriculum over view and support PE coach and staff CPD. 	PE coordinator has signed up onto PE course and is completing it. Contact PSD to organise regular meetings.	£1,250 £300 (3 meetings)	PE coordinator to use up to date pedagogy and ideas to move PE in direction that will raise standards in school. Feedback on performance of PE coach with next steps to improve teaching and learning and PSD fed back on school's PE curriculum map with recommendations.	PE course is being used to improve PE in a holistic approach bringing together planning, teaching and assessment. Continue to regularly meet PSD to ensure PE curriculum has impact.
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:
Additional achievements:				
<ul style="list-style-type: none"> Use healthy living week to promote new range of sports and activities with PSD's assistance Audit, plan and develop before school, lunch and after school 	Book activities and sports for healthy living week that children may not have done in school. Plan to implement increased opportunities on the playgrounds at	£1760 £300	Children have said they enjoyed the range of activities on offer especially the BMX biking. Lunchtime is positive play and active – regular organised play programmes,	Continue to liaise with PSD about different sports and activities throughout the year. Lunchtime play led by play leaders are run autonomously by

activities using volunteers, staff and coaches and play leaders.	lunchtime – provide resources, ideas, leadership training for play leaders.		run by sports leaders are successful.	the children.
<ul style="list-style-type: none"> PE coach to be utilised in after school club to promote wider range of sports and activities. 	PE coach to use hall resources and promote a range of activities in after school club.	£20 per day £2400	Children have said they use and enjoy using a range of gymnastics equipment, play dodgeball, netball, basketball and a range of other activities.	Continue to have in place for next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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"> Promote competitive opportunities for all pupils in both intra and inter school formats. Extend links with community clubs (Chertsey Town FC). PPA (Mr Selley) – Lunchtime football – Linked to point in indicator 1 	<p>House events</p> <p>Build on current links. Explore new links, particularly in girls football and multisports</p>	<p>£200</p> <p>£100</p>	<p>All children participated in sports day in multiple disciplines in fair groups with a range of winners. Children said they enjoyed sports day and the opportunity to compete again.</p> <p>Children and families have previously engaged with Chertsey Town FC before COVID and links continue to be strong.</p>	<p>Next year, there will be more events due to relaxation of COVID restrictions. Plan more house events and promote and attend ERPSSA and XCET events.</p> <p>After COVID restrictions ease more, contact Chertsey Town FC to put in place more initiatives and events.</p>

Signed off by	
Head Teacher:	Leanne Harris
Date:	12/01/22
Subject Leader:	Ciaran Pell
Date:	07/01/22
Governor:	Sarah Whelan
Date:	07/01/22