

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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Evidence of the Impact of Primary PE and Sport Premium 2020/21



Our KS1 Virtual Dance Challenge - 'The Sid Shuffle'



Our KS2 Virtual Dance Challenge – 'Tik Tok'



Marathon Kids



Our KS1 Overall Virtual Champion



Intra school gymnastics

Schools Name	Total Points	Current League Table Position
St Nics & St Mary	136	1st
Eastbrook	13	7th
Glebe	-	-
Shoreham Beach	99	2nd
St Peters	76	3rd
Buckingham Park	32	6th
Holmbush	38	5th
Swiss Gardens	48	4th

Overall Virtual Champions

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0.00
Total amount allocated for 2020/21	£20,071
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£19,562
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,562

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	87%
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	98%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%

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:	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:		
			25%		
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 increase amount of pupils being physically activity during break and lunchtimes by providing greater opportunities for them to do so. A wide range of after-school sports clubs are offered to encourage pupils to take part in additional physical activity. Initiatives for physical activity through the school day, additional to PE lessons and breaktimes. Investment in PE equipment to enable more engaging lessons. 	Marathon Kids launched across the school. <ul style="list-style-type: none"> - Assembly led by PE Specialist to launch the initiative. - Tracking system set up to record all children’s distances. - Regular lunchtime opportunities to run towards achieving their marathon. - Regular whole school and class Leaderboards to show individual progress. - Certificates and medals awarded for achieving milestones. Girl’s football given a high priority through games and clubs. Year 3 and year 4 provided with 11 40 minute swimming sessions a		Marathon Kids £630 Medals £5000 PE Specialist	Covid restrictions meant that only year 4 were given swimming lessons in 20/21. Marathon Kids proved a big success during Covid restrictions. Despite many absences due to lockdown and self-isolation, 51% of KS2 ran over 7500 km around our track on the field. 72 children ran a marathon or more; 17 ran 2; 6 ran 3 and 1 ran 4 marathons. <ul style="list-style-type: none"> Increased enjoyment amongst pupils has led to an increase in engagement amongst both boys and girls, therefore increasing physical activity. KS1 playground used 	<ul style="list-style-type: none"> In 21/22, years 3,4,5 and those in year 6 who have not achieved the set targets (7) will go swimming. Continue to use Marathon Kids as an incentive to increase physical activity and develop a love of running as a enjoyable activity. We aim to increase the % regular participation and distance ran by the school. Develop girls’ football as a whole, or offer further opportunities/pathways for an increase in girls’ physical activity across KS2. Cross-curricular links between Science and P.E. in

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	<p>year in addition to the curriculum expectation of 11 in year 5.</p> <ul style="list-style-type: none"> • New goals purchased and pitch marked out to support their enjoyment and development • of football, • KS1 playground road markings to develop more effective use of space, imagination and road safety • Playground equipment purchased to • replenish broken/damaged equipment. • Educate pupils in lessons about the value and importance of a healthy active lifestyle across the curriculum. • Signpost children to local sports club, e.g. Southwick CC, Shoreham RFC; in order to further develop their skills and aspirations. 		<p>effectively to develop gross motor skills through tricycle and scooter track, understanding of the wider world through road markings, spatial awareness and safety.</p> <ul style="list-style-type: none"> • Playground equipment safe and fit for purpose, increasing resources to facilitate physical activity. • Positive attitudes to health and wellbeing, particularly since coming out of lockdown. • Some pupils have taken on new sports in the wider community, such as cricket and rugby. 	<p>2021/22 school year.</p> <ul style="list-style-type: none"> • Develop a document with all community sports clubs and contact details to give to parents. Forge links between said clubs and the school. • Develop effective tracking of pupil physical activity through both adult monitoring and pupil voice. Target key groups.
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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:
				4%
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>Ensure that the school has a range of high quality resources available on the playground and in PE lessons so that children are engaged in daily physical activity at break and lunch times.</p> <p>To foster pupils' mental health and wellbeing through varied PESSPA opportunities.</p> <p>*PESSPA – Physical Education, School Sport and Physical Activity</p>	<ul style="list-style-type: none"> • Purchased and replaced PE equipment. • Purchased sports equipment for KS2 children to enable children to skip, play rugby, basketball etc. at lunchtimes and break times as well as equipment for KS1 children. • Shoreham Virtual Games, led by SSCo at Shoreham Academy, to enable all pupils to compete against other schools from safely of bubbles. • Intra-school competition (within year groups) to enable a development of the school values, alongside the School Games values: • School Games Values: Determination, Honesty, Respect, Self-Belief, Teamwork, Passion. • Specific links to the school values displayed on Sports Board to ensure their usage. • Increase opportunities to give praise in lessons and 	£710 equipment	<ul style="list-style-type: none"> • Greater range of physical activities that children can engage in during break and lunch times. • All KS2 classes now completing a Marathon Kids in addition to break and lunch times. • Inter-school competitions gave pupils a chance to celebrate their successes in the wider community, comparing their results to those of other local schools and children. • Intra-school competition enabled pupils to compete and display the values that we encourage in school. • Pupils who attended inter-school competition in the summer term have displayed exemplary behaviour that we expect and encourage. • Pupil voice has shown that children enjoy PE and understand that exercise can 	<ul style="list-style-type: none"> • Continue intra-school competitions and use photographs to celebrate this on the Sports Board. • Give pupils more independence in considering which values they display in lessons and how they can evidence these. • Develop interventions to be more active, encouraging movement.

	<p>constructive feedback to help others improve.</p> <ul style="list-style-type: none"> Pupil voice opportunities throughout the school year to gauge pupils' feelings towards PE but also wider life. 		<p>link to feeling better about yourself (Links to Healthy Hearts curriculum).</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	25%

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:
Improving teaching and learning by providing curriculum PE support with a specialist PE teacher (involving a programme of observation, modelled lessons and team teaching to individual teachers and the PE subject leader).	<ul style="list-style-type: none"> Organise timetabled sessions for year groups throughout the year (4 lessons per week). PE Coordinator to spend time developing PE across the school. PE Specialist to attend all relevant meetings with SSCO at Shoreham Academy to seek advice or ask questions for colleagues. Liaise with other cluster schools (and further afield linked to Level 5 PE Specialism) to share knowledge and expertise. 	£5000 PE Specialist	<ul style="list-style-type: none"> Teachers who have had PE development support have been able to address areas of development in their practice and gain confidence and expertise in these. P.E. curriculum in line with skills and pedagogy expected. Greater levels of participation noted in P.E. lessons, with further opportunities to apply skills in purposeful contexts. High-quality equipment highlights the importance of PESSPA to school and pupils. Improved engagement has led to improved skilfulness. PE Specialist and Co-ordinator have supported across year groups to ensure teachers 	<ul style="list-style-type: none"> P.E. Coordinator to support new staff in delivering the curriculum effectively. Apply for KS1 Quality Start award in 2021/22 school year. Continue to work systematically with year groups and new staff to ensure our vision is achieved.

			<p>understand the key aspects of our curriculum design and how it can be effectively fulfilled.</p> <ul style="list-style-type: none"> • Staff have displayed more confidence in the planning of PE, linked to different pedagogical styles. 	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">25%</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>Funding allocated:</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>
<p>Additional achievements: To provide children with a broader range of new sports and activities within the school day, leading to increased engagement in these sports beyond the school day.</p>	<ul style="list-style-type: none"> • Year 5/6 dance video for a Virtual challenge to other schools in Shoreham. • Introduction of a hike and overnight stay for year 5. • Years 3, 4, 5 and 6 after school girls' football clubs established. • Outdoor gym equipment • enabled pupils a different way to be physically active at play time. Equipment purchased to work varied muscle groups. • Made more effective use of 	<p>£5000 PE Specialist</p>	<ul style="list-style-type: none"> • All children in Year 4 have had 11 weeks of swimming teaching, addressing missed lessons from last year. • Year 5 hike was postponed to September 2021 due to Covid. • All pupils given opportunity to use equipment during the school week, in line with Covid regulations. • Improved KS2 knowledge of muscle groups and which outdoor gym activities will target different areas. 	<ul style="list-style-type: none"> • Ensure all year groups across KS2 continue to use this equipment purposefully and effectively. • Playtime opportunities improve further through specific sports or play leaders.

	<p>orienteeing equipment to increase physical opportunities and vary skillset of pupils.</p> <ul style="list-style-type: none"> • Completion of KS1 adventure trail play equipment. 		<ul style="list-style-type: none"> • Equipment used effectively as a social space, with pupils using the equipment in collaboration, developing social skills. • Pupils have a greater awareness of space, map reading and direction, with links to geography, as a result of improved OAA opportunities in school. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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:
To introduce a wider range of opportunities for children to represent the school in inter and intra-school competitive sports.	Covid restrictions prevented direct competitive sports during the Autumn and Spring terms. Instead, we participated in 10 different virtual competitions for EYFS, KS1 and KS2 at local and county level. The challenges were completed within school and by those children isolating at home. We topped the Shoreham schools leaderboard for achievement, participation and overall. During the Summer term, we participated in 6 events: coming 1 st x2; 2 nd x 2 and 3 rd x 2.	£1750 for SLA with Shoreham Academy £2611 PE Specialist	The Virtual challenges provided a focus, physical activity and competition during the very difficult times of self-isolation in a fun and enjoyable way.	<ul style="list-style-type: none"> In 21/22, we have organised 16 inter-school competitions through Shoreham Academy covering all major sports. We will be entering all of them. We have organised competitive leagues for Girls and boys football at year 5/6 and 3/4 as well as year 5/6 netball. We hope to participate in some level 2 and possibly 3 competitions at county level again.

Signed off by	
Head Teacher:	A.Lincoln
Date:	September 2021
Subject Leader:	D. Butler
Date:	September 2021
Governor:	
Date:	