



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Silver School Games mark achieved July 2018,</li> <li>• Silver Quality Start mark achieved June 2019,</li> <li>• Whole school Gymnastics CPD delivered April 2019,</li> <li>• Implementation of Indoor Athletics across KS2 linked with Growth Mindset and Christian Value perseverance April 2019,</li> <li>• Outdoor Education training provided Spring 2019,</li> <li>• Implementation of a Key Stage 1 well-being daily walk,</li> <li>• Increased percentage of pupils meeting Key Stage 2 expectations for swimming – from 56% in 2018 to 89.6% in 2019,</li> <li>• Increase of pupils participating in sporting after school clubs from 66% in 2018 to 69% in 2019,</li> <li>• Greater percentage of PP accessing a wider range of sporting opportunities from 50% in 2018 to 78% in 2019,</li> <li>• Investment in new KS 2 play equipment, 2018, has supported active playtimes,</li> <li>• Funding to train the PE co-ordinator continues to have a positive impact on the provision of PE across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement outdoor learning across all year groups,</li> <li>• Measure the impact of gymnastics CPD,</li> <li>• Further development of a 'well-being walk' across Key Stage 2 with clear links to the school's values,</li> <li>• Improved provision during break and lunch times based on the completion of the school's MUGA and re-surfacing of the school's playground,</li> <li>• Based on the trial of summer term activities with Year 5 pupils, develop sports leaders across the next academic year to provide improved opportunities for active break and lunch times,</li> <li>• Development of skills progression in PE to focus on key sports,</li> <li>• End of unit intra-school competitions provide pupils with greater opportunities for pupils to compete.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p><b>76%</b>  <b>(down from 86% in 2019)</b>  Percentages lower due to pupils not receiving top up swimming because of Covid 19</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><b>41%</b>  <b>(down from 65.5% in 2019)</b>  Percentages lower due to pupils not receiving top up swimming because of Covid 19</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p><b>76%</b>  <b>(down from 89.6% in 2019)</b>  Percentages lower due to pupils not receiving top up swimming because of Covid 19</p>
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p><b>Yes</b>  <b>(planned for Summer Term but did not take place due to school closure)</b></p>

## 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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,780 (actual spend £19,964.30 due to c/f from previous year)		Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.				Percentage of total allocation:	
				75% (67%) Subject leader time: 2% (2%) Resources: 4% (3%) Resurfacing: 32% (29%) Line markings: 37% (33%)	
Intent:		Implementation:		Impact:	
School focus with clarity on intended <b>impact on pupils</b> :		Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase pupils’ regular physical activity by implementation the daily mile approach across Key Stage 2.		The school signs up to the Daily Mile approach.	Subject leader time to implement and measure the impact of the Daily Mile.  £160	Golden Mile was successfully launched in the Autumn Term through a whole school worship.	Pupils to continue engaging with daily mile through allocated slots due to COVID – 19.
Improve pupils’ fitness and wellbeing.		Year 6 to trial Daily Mile.		This led to all year groups participating in the DM at least three times a week before the school closure.  Based line data in the Autumn Term reflected an increase of 0.8 laps (0.2miles) per pupil. in the number of laps being completed.	Continue to measure the impact by taking termly assessments.
		Training and expectations set for class teachers.			Provide whole school CPD linked to Just Dance in providing clear active ‘brain breaks’ in line with developing pupils’ mental health and well-being.
		PE SL to introduce the initiative during a whole school Collective Worship.			
		All classes undergo a baseline assessment of pupils’ fitness by measuring how many laps of the track pupils are able to complete in			

	<p>15 minutes (recommended timing from the Daily Mile).</p> <p>Spreadsheet is created and used by all staff termly.</p> <p>Termly assessments take place to measure the impact of the Daily Mile.</p>		<p>Pupils have an improved understanding of the benefits of exercise on their bodies through the Autumn and Spring Term workshops led by the PE SL. A greater number of pupils are engaging in regular physical exercise.</p> <p>Pupil voice – pupils are positive about daily mile and can explain the benefits.</p>	
<p>Increase pupils' regular physical activity by implementation the daily mile approach across Key Stage 2.</p> <p>Improve pupils' fitness and wellbeing</p>	<p>One class in each key stage to trial the use of 'Active time Timetables' and measure the impact across a half term.</p> <p>The same teachers to use activity heat map tool to assess activity.</p> <p>Collect pupil and staff voice on the impact of the well-being walk and Active Timetable.</p>	<p>Subject leader time to implement and measure the impact of the Daily Mile.</p> <p>£160</p>	<p>One class in KS2 used active map and identified areas to improve and implement more activity in lessons through brain breaks. This meant that areas of low activity were targeted by class teacher using 'brain breaks' and active games.</p> <p>Pupil Voice – 'I enjoy the daily mile, it keeps us active'</p> <p>'We all enjoy using just dance to get us active'</p>	<p>More classes to use active heat map to help identify areas to improve and increase activity.</p>

			'The daily mile gives me the opportunity to improve my fitness'	
Provide Active lunchtimes so all pupils have the opportunity to be active at lunch and are exposed to a range of activities.	Order resources that support a range of physical activities: basketballs, nets, balls and football goals for KS 1.	£708.95 as part of equipment.	Resources are regularly purchased and updated in relational to long term planning and staff/pupil needs.	Ensure resource are regularly updated and meet the needs to active lunchtimes in line with government guidance linked to COVID-19.
Targeted pupils develop their leadership skills in becoming sports ambassadors.	Based on the peer mediator initiative the HT to train key pupils in leading and facilitating a wider range of physical activities for Key Stage 1 pupils.		Bronze ambassadors have been targeted and trained by SSP package.	Ensure there is specific equipment, which is age appropriate, to be used to encourage active play.
	Facilitate improved training, linked to the new playground markings, for peer mediators in leading physical activity during both lunch and break times.	£160 subject release time to visit locality school.	Pupil voice has been used to gather feedback on active lunchtimes and the equipment and activities provided.	Continue to use pupil voice to improve active lunchtimes.
	Train sports leaders to run activities for KS 2 pupils during lunch times.	Subject release time to train identified pupils in the 'Little Leaders' approach.	Little leaders was provided by ssp package meaning a visit to another school was not needed.	Train TAs to oversee active lunchtimes for each class bubble.
	Subject leader to visit locality school to develop the 'Little Leaders' initiative.		Little leaders have been trained and timetable created for activities to be provided.	Train KS 1 TAs in the Little Leader program to further improve active break and lunch times.
	Subject leader to train identified pupils in the 'Little Leaders' initiative.			
	Measure the impact of the 'Little Leaders' approach.			



<p>Provide pupils with a broad range of Sport clubs.</p> <p>Provide pupils with the opportunity to experience new sports with the chance to represent the school in competitive events.</p>	<p>The PE lead to organise clubs for each term.</p> <p>Teachers to run and organise a range of clubs across the year.</p> <p>The PE lead is to make greater community links to provide a wider range of clubs across the year: Bognor Regis Cricket Club, karate and dance.</p> <p>Track the number of pupils who attend after school clubs.</p> <p>Introduce a wider range of sports clubs for pupils in Key Stage 1.</p> <p>Use tracking system to target pupils and key groups during the academic year.</p>	<p>No costing to this as it was absorbed in current roles and responsibilities.</p>	<p>A range of clubs are offered on a termly basis.</p> <p>Links have been made with Karate, cricket and basketball clubs. (Basketball and cricket were planned to take place during the Summer Term).</p> <p>A ball skills club was introduced to Key Stage 1 with 24% of Year 1 &amp; 2 pupils attending during Autumn term. This provided KS1 pupils the opportunity to improve their ball skills which they could apply in PE lessons and benefit when learning invasion games in KS2. This club was not offered in 2018 – 2019.</p>	<p>Continue to keep and establish link with local sports clubs and offer more 'taster sessions' in school. These will be introduced after October.</p> <p>Continue to use the expertise of KS 1 staff in offering greater opportunities for pupils in KS 1 through ball skills and possible gymnastic clubs.</p>
<p>School focus with clarity on intended <b>impact on pupils</b>:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Provide greater opportunities for active lunchtimes.</p> <p>Targeted pupils develop their leadership skills in becoming sports ambassadors.</p>	<p>Use Sports Premium Funding to pay for the re-surfacing of the playground and the re-marking of the playground.</p> <p>Use pupil voice to identify the new markings.</p>	<p>Resurfacing: £5833.33</p> <p>Markings: £6,669</p> <p>Subject leader</p>	<p>Playground was completed Spring 1.</p> <p>Pupils voted on playground marking.</p> <p>Playground markings were completed in Spring term</p>	<p>Teach pupils active lunchtime games which implements the use of resources and newly painted school playground markings.</p> <p>Resource bags for each class bubble to also support this.</p>



	Evaluate the impact through pupil voice.	release time to train pupils. £160.	which provided pupils with more activities and opportunities to be active. Pupil voice- ' We have enjoyed using the markings to play active maths games'  'The marking gives us new challenges for playtime'.	
<b>Key indicator 2:</b> The profile of PE and sport is being raised across the school as a tool for whole school improvement				Percentage of total allocation:  <b>36%</b> <b>Resources: 1% (1%)</b> <b>Sports Partnership: 34% (30%)</b> <b>Kit: 1% (1%)</b>
<b>Intent:</b>	<b>Implementation:</b>		<b>Impact:</b>	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils to participate in regular outdoor learning opportunities.  Greater outdoor learning opportunities with help to improve pupils' wellbeing.  Greater opportunities to develop pupils' confidence and resilience.  Greater opportunity to develop pupils' communication skills.  Make full use of the school's	Clear timetable for pupils to access outdoor learning opportunities.  Skills progression document created from the LOTC training.  Staff who received training in 2018 – 2019, disseminate the training during three INSET pm sessions: Autumn, Spring and Summer.  Parents to be informed of the new approach to 'outdoor learning.'  Designated TA to support the	Resources £272.42  Training £40	Outdoor learning became a key feature of the school's Learning 4 Life Curriculum.  Pupils and teachers speak positively about the experiences and opportunities for outdoor learning.  Following LotC training, greater links were made to OAA challenges during the Spring Term.	Further development of the Outdoor learning approach linked to different curriculum areas following COVID-19.  Opportunities for OAA activities linked to PE curriculum.  Pupils to be timetabled to receive Outdoor learning each half term.  PE to be used as a key driver for mental health and well-being as pupils return to school in September 2020.

grounds and nature area.	<p>weekly lessons.</p> <p>Pupil voice is collected to measure the impact of the approach.</p> <p>Headteacher to attend 'Outdoor Learning Training in November to provide pupils with further opportunities.</p>		<p>All teachers have received CPD on delivering outdoor learning opportunities linked to whittling, fire making and sawing.</p> <p>Pupil voice, 'I enjoyed pond dipping because I was fascinated by the newts'</p> <p>'I liked sawing wood because I was learning a new skill'</p> <p>'I enjoyed whittling the sticks as I enjoyed doing something new'</p>	
<p>Pupils to participate in and experience a wider range of sports.</p> <p>Pupils are to compete in a range of events.</p>	<p>Buy into West Sussex SSP package.</p> <p>Identify key events for the school to participate in.</p> <p>Identify adults to lead and attend key events.</p> <p>Pupils to attend in-school coaching to improve their skills before attending events.</p> <p>School to lead three inter school events throughout the academic year.</p>	<p>Part of the Sports Partnership £6,100</p> <p>£312.50</p>	<p>Pupils have continued to participate in a range of events: football, netball, boccia, hockey, basketball, cricket.</p> <p>Pupils have an improved understanding of different sports.</p> <p>Their achievements are shared through school display, newsletters, worships and the school's social media page.</p>	<p>Continue to use sports premium and sports partnership to provide pupils with a range of opportunities in and out of school.</p> <p>Each class to continue to take part in inter house competitions as a way to end topic of learning.</p>

Introduction of staff PE kit to give a sense of identity.	<p>PE lead to identify the kit that will be purchased.</p> <p>Sizes collected and kit purchased.</p> <p>Staff to wear PE kit when teaching PE and attending sporting events across the year.</p>	£174 cost of kit.	All staff now have staff PE kit with school logo. All staff wear these during PE sessions.	Staff to continue to wear allocated PE kit to raise profile of PE.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				<b>Sports Partnership: £34% (30%) (already accounted for)</b>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils have access to high quality gymnastics lessons.</p> <p>Pupils develop a clear progression of skills in gymnastics.</p>	<p>Following staff training in 2018 – 2019, teachers to teach a progression of skills.</p> <p>Gymnastics blocked across the Autumn Term to provide clear support and progression.</p> <p>Skills specific posters to be created and displayed in the hall to support pupils' language specific development.</p> <p>PE subject leader to observe and monitor the progression of skills in gymnastics.</p> <p>Pupil voice to be collected to assess the impact of CPD.</p>	<p>Subject leader release time is already absorbed by the school.</p>	<p>All year groups were taught Gym in Autumn term – pupil voice showed that a range of progression and equipment was used.</p> <p>Improved staff confidence, knowledge and skills in the teaching of gymnastics, which had a significant impact on the pupils' outcomes and consistency of gymnastics.</p> <p>Gymnastics posters were evident in the hall raising the profile of the subject.</p> <p>Greater consistency in the use of subject specific vocabulary from both teachers and pupils.</p> <p>Learning walks were conducted and yr1 and yr2 were seen during gymnastic lessons.</p>	<p>All year groups to consolidate on this year's learning which each year given a timetabled time to deliver gymnastics.</p> <p>Gymnastics to be blocked during the Spring Term.</p>



<p>Raise the profile of dance.</p> <p>Through effective CPD, ensure greater consistency of dance and improve the quality of teaching and learning in dance.</p>	<p>Subject leader to organise for a dance specialist to provide training.</p> <p>Subject leader to arrange time during INSET for all teachers to receive training.</p> <p>Subject leader to block the teaching of dance during Spring 2020.</p> <p>Subject leader released to monitor the impact of the training, Spring 2020.</p>	<p>Part of the Sports Partnership A £6,100</p>	<p>Dance cpd was provided Spring 1 INSET, which all teaching staff attended.</p> <p>All year groups taught and learnt a dance linking to cdp and their own topic.</p> <p>Raised profile of dance was also evident during whole school workshops where two year groups performed their dances to peers and family members.</p> <p>Pupil and staff voice show the positive impact of the CPD and an improved consistency in the teaching of dance units across the school.</p>	<p>All classes to be timetabled to teach a unit of dance each year building on the knowledge gained this year.</p>
<p>Improve the provision of PE across the school so pupils develop their skills linked to different sports.</p>	<p>Adapt the whole school overview linked to chosen sports.</p> <p>Create a skills progression document which links to assessment of key sports.</p> <p>SL to monitor the quality of teaching and learning in key sports.</p> <p>Pupils are assessed termly following inter school competitive events at the end of each unit.</p>	<p>Subject leader release time is already absorbed by the school.</p>	<p>Key sports selected for the school's overview which provides pupils with the experience to develop their skills from a previous year.</p> <p>Competitive element introduced to improve competition in line with the school's values and house system.</p> <p>New progression document created with a focus on chosen sports.</p>	<p>Ensure the progression document is used and adapted to ensure high quality PE is being taught and progression through the year is clear and in line with COVID 19.</p> <p>Approach will focus on basic skills in striking and fielding and athletics. PE subject leader to deliver staff CPD September 3<sup>rd</sup>.</p>

	Award 'House Points' linked to the whole school positive behaviour approach.		The intention is each year group to build upon the previous years learning.	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: <b>Sports Partnership: £34% (30%) (already accounted for)</b>
<b>Intent:</b>	<b>Implementation:</b>		<b>Impact:</b>	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide pupils with the opportunity to participate in inter school events. Use SSP package to provide inter school events.  Through the Regis Package ensure pupils across the school have the opportunity to experience a range of sports.	Purchase the Regis package.  Subject leader to attend the SSP meeting.  Subject leader to identify key events and sign up for them.  The school holds 1 inter school event each half term.  Identify and invite key pupils.	Part of the School's Sports Partnership package A £6,100	Events taken part in : football, netball, boccia, hockey, basketball, cricket.  During the Autumn and Spring term, 58 pupils participated in activities provided by the package.  This is a decrease of 60% from the previous year due to the school closure in the summer term, particularly as many key events are held during the summer term (Area Athletics etc).  Despite the school closure, the school participated in the Sussex Virtual Games and achieved the '2020 Virtual School Games Mark,' with 314 entries over 11 weeks, which was the highest of all primary schools in the WSW (West of West Sussex).	Continue to use sports premium and sports partnership to provide pupils with a range of opportunities in and out of school.  During the Autumn Term, research virtual events.

Provide a wider range of clubs for pupils across the school.	PE lead to identify outside sports coaches that can run afterschool clubs, which also builds greater community links.	No cost associated.	Clubs provided: football, netball, ball skills, karate, basketball, outdoor games.	Continue to provide a range of clubs for pupils from October 2020.
	Identify teachers to lead a sports club.		During the Autumn and Spring term, 45% participated in after school clubs.	Use pupil voice to identify which clubs to run.
Greater proportion of PP attend sports club therefore experiencing a broader range of sports.	Using in-school tracking systems, identify key groups of pupils to attend sports clubs		This is a decrease of 15% from the previous year, due to the school closure in the summer term (COVID-19)	Create further links with local clubs to provide a further range of opportunities with a key focus on GDS basketball and Bognor Regis cricket club.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				<b>Sports Partnership: £34% (30%) (already accounted for)</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Use SSP package to provide opportunities for pupils to participate in competitive events.	Purchase the Regis package.	Part of the School's Sports Partnership package A	Events taken part in : football, netball, boccia, hockey, basketball, cricket.	Continue to use sports premium and sports partnership to provide pupils with a range of opportunities in and out of school.
	Subject leader to attend the SSP meeting.	£6,100	Over the past two years, the improved provision and raised profile of PE has seen South Bersted's sports teams improve their positions in local competitive	
	Subject leader to identify key events and sign up for them.			
	Implement a tracking document			

	<p>that identifies the progress in competitive events form 2018 – 2019 so progress can be measured.</p> <p>Facilitate time for pupils to complete 'in-school' coaching before attending competitive events.</p>		<p>events.</p> <p>Netball – 3<sup>rd</sup> Basketball – 3<sup>rd</sup></p> <p>The school is also entering a wider range of teams into these events. The school received the Virtual School Sports Mark with the highest number of entries across the area. In addition to this, the school achieved the area bronze medal for Netball/basketball and area silver medal for Gym &amp; fitness.</p>	
<p>Embed intra-school events so pupils are provided with greater opportunities to compete against each other in a range of sports and to applying their learning from PE lessons.</p>	<p>Organise the curriculum so each phase teaches the same sport.</p> <p>Plan opportunities for pupils to complete in invasion games.</p> <p>Facilitate time for key year groups to complete against each other.</p> <p>Link the attainment to the school House System and the school value of Kononia.</p> <p>Organise dates for pupils to compete against each other.</p> <p>Promote the events on the school's website and newsletters.</p>	<p>Cost of supply teacher. (Covered in school).</p>	<p>All pupils took part in inter house events in PE lessons. PE lessons were used to build to a final competitive event to demonstrate the skills learnt in competitive events.</p> <p>Pupils are competing in a wider range of competitive intra events.</p> <p>Pupils have the opportunity to apply their learnt skills to small sided competitive events.</p>	<p>Pupils to continue to be provided with a half termly inter event at the end of each unit of learning.</p> <p>All events to be evidenced on social media and school website.</p> <p>Winning teams of event to be awarded house points and recognition.</p> <p>Pupils did not receive whole school sports day due to COVID however pupils who returned to school took part in mini sports days within their bubble.</p>



	Subject leader released to organise a whole school sports day: EYFS and KS 1 am and KS 2 pm.			