

# 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](http://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 2019/20	£1,630
Total amount allocated for 2020/21	£ 17,760
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 11,924
Total amount allocated for 2021/22	£17,710
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 29,634

## 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><b>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</b></p>	N/A – Reported at the end of year after swimming provision has been provided.
<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 2020.</p> <p>Please see note above</p>	40%
<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>	40%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	40%
<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>	*No

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\* swimming provider had a facility closure due to mechanical failure, which resulted in the cancellation of top up swimming lessons. This combined with facility closures due to Covid restrictions has resulted in lower than anticipated no. of pupils able to achieve the standard.

Provision has been made for additional swimming lessons in the 22-23 academic year.

## 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: 2021/22	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation: %78	
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:
Promote pupils' regular physical activity, which has a positive impact on their mental health, by the continued use the daily mile and Jump Start Johnny approach across Key Stages 1 and 2.	<p>All pupils are time tabled to complete daily mile 3 times a week outside of the PE lesson.</p> <p>Signage and stop watch for the Daily Mile used by the children to promote a Growth Mindset approach.</p>	£229	<p>All classes are accessing Daily Mile and jump start Johnny for active minutes and Brain breaks.</p> <p>Pupil Voice:  <i>'I like running with my friends.'</i>  <i>'I like using the timer to try and beat my target.'</i>  <i>'We press the timer so we can race.'</i>  <i>'Jump Start is good for exercising our body and getting stronger.'</i>  <i>'There are lots of different songs.'</i>                      Year 2  <i>We do Jump start Johnny to wake our bodies up' - Year 1</i>  <i>'The daily mile gets us fresh air and exercise during the day.'</i> – Year 6</p> <p>This ensures pupils always have access to active minutes during the day.</p>	<p>Continue to use daily mile across the school.</p> <p>Look how engagement and competition could be increased by the use of timer/leader boards and the use of tracking document.</p> <p>Continue to subscribe to Jump start Johnny to use a tool to meet 30 active minutes.</p>
Pupils know the positive impact the physical activity has on their well-being.	Continue to purchase subscription for Jump Start Jonny for pupils in EYFS and KS 1 so they are able to access and use Jump Start Johnny for active brain breaks.			

<p>Improve pupils' fitness and wellbeing.</p> <p>Increase pupils' physical activity in the school day.</p>	<p>School to identify and train Bronze Ambassador.</p> <p>Each term, evaluate impact of 30 active minutes through pupil voice and SL to review the current provision.</p>	<p>Part of the SSP</p> <p>Subject leadership time £1029.50</p>	<p>Spring 1 pupils were trained in their role at Regis.</p> <p>Summer 1 pupils to ran their clubs under guidance of MW.</p> <p>6 pupils were trained as Bronze Ambassadors.</p> <p>10 Pupils were invited to Change for Life Club.</p> <p>Pupil Voice from those who attended the club shows the positive impact.</p> <p><i>'I liked doing dodgeball.'</i></p> <p><i>'I liked spending time with the older pupils.'</i></p> <p><i>'I like playing different games with balls.'</i></p> <p><i>'This was my first club after school.'</i></p> <p>Year 2</p> <p><i>'I enjoyed running the club as I got to spend time helping other children.'</i> Year 6</p>	<p>We will continue to use Bronze Ambassadors as they will be trained as part of the SSP package for 2022 – 2023 academic year.</p> <p>Continue to provide release time for staff to attend events, training and the monitoring of PE.</p>
<p>The school's trim trail is redeveloped and improved to challenge pupils across Key Stage 2 to support 30 active minutes during break and lunch times during all weathers.</p>	<p>Sports Council voice included to identify trim trail units to improve current provision.</p>	<p>£16,805</p>	<p>Pupil voice has been collected and identified units/ sections have been chosen.</p>	<p>New trim trail to be installed Summer 2022.</p>
<p>Promote active Lunchtimes and encourage healthy lifestyles.</p>	<p>Pupils are provided with a range of resources to use at lunchtime to keep them active. Each class provided with suitable bag of resources which is regularly restocked based on pupil need/voice.</p>	<p>£150 – Resources Lunchtime</p> <p>Subject leadership (allocated above)</p>	<p>Sports Council and lunchtime TA were consulted when purchasing new equipment for lunch.</p> <p>KS1 and lower KS2 were provided with a bag of active equipment.</p>	<p>Continue to use sports council and pupil voice in September for break time provision.</p> <p>Restock all equipment bags.</p>

	Subject leader checks and orders resources to ensure high quality PE lessons.	£2,163.44	See above.	
	Sports/School Council is used to gather pupil voice on how to promote physical activity.	Resources PE	DHT used school council to gather pupil voice. School council then implemented new break time activities: dressing up, digging areas including a sand pit.	Further developments to take place over the 2022 – 2023 academic year including a mud kitchen and water play areas.
	Twice a week Premier Sports to provide lunchtime clubs to promote activity.	£2920	Activities have been led by Premier Sports over the year for KS 2 pupils Pupil Voice <i>'We have played cricket, dodgeball and football.'</i> <i>'They make sure it is fair.'</i> Year 6	Activities to remain in place extending to KS 1 following the adaptation of lunch times for the 2022 – 2023 academic year.
			Over the year, there has been a reduction over lunch time behaviour issues from 38 (50% of all times outs) to 21 (13% of all time outs).	

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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:
Continue to provide outdoor learning opportunities with help to improve pupils' wellbeing and resilience.	Clear timetable for pupils to access outdoor learning opportunities and a progression of skills as part of the school's Learning for Life Curriculum (L4L)	£300 for resources including new drills.	All pupils have been provided with outdoor learning opportunities including new drills for their tools unit. In school pupil voice demonstrates pupils' positive attitude towards ODL.	Continue to provide pupils with outdoor learning opportunities.
Pupils to develop a growth mindset approach to learning by setting their	Further develop a progression of OAA into the Outdoor Learning curriculum	Subject leader (allocated above)	OAA took place in Summer term. Pupils Voice	



<p>own targets and recognising the importance of setting and achieving their own targets.</p>	<p>for the Summer Term.</p>		<p><i>'I liked the orienteering, I like solving mysteries and it's like a mystery in the school grounds'</i> Year 4  <i>'I liked the orienteering, it gave us exercise too'</i> – Year 4  <i>'We had to look for the correct animals using the map.'</i>  <i>'We had to look very hard to find them.'</i>  <i>'We had to use the map and do lots of running.'</i> Year 2</p>	
<p>Broaden pupil experiences in sport and PE. Pupils are to compete in a range of events in and out of school.</p>	<p>As part of the SSP package, identify year groups participate in a range of events.</p>	<p>SPP (already allocated)</p>	<p>Future flyers, Football, Netball, Basketball, Bronze Ambassadors, Half term club. School has achieved the Gold School's Game Mark for the first time. Jump Start Gold maintained.</p>	<p>Through SSP package continue to attend a range of sporting events.</p>
<p>Promote equality and inclusion through the school's PE curriculum by including inclusion sports during the Spring Term.</p>	<p>All year groups to experience an inclusion sport. Amanda Worne to visit the school to inspire pupils as part of the school's value of Endurance.</p>	<p>£200</p>	<p>Pupil and staff voice was incredibly positive related to the visit of Amanda Worne.  All year groups all taken part in an inclusion sport and evidence in PE folder.  Pupil voice.  <i>'In Boccia we had to throw the balls.'</i>  <i>'In Boccia, we played in teams and had a competition'.</i>  <i>'We had to try and get closest to the jack'.</i>  <i>'We had to sit in the chair because it is a game for people in a wheelchair. It was really hard.'</i> – Year 2</p>	<p>During the 2022 – 2023 academic year, hold Enable Me workshops for pupils to support inclusion games and school value of Endurance.   Look to invite and make more links with community clubs.</p>



			<p>'We enjoyed Goalball because we learnt how blind people feel' - Year 6</p> <p>'I got to experience a new sport' Year 6</p>	
	SL to plan and organise effective CPD for staff based on needs.	SPP (already allocated)	<p>All staff have received Tennis CPD – Impact to be measured Summer 2 by MW. Two lessons were observed with clear implementation of skills from CPD.</p> <p>MW also completed LTA tennis CPD which provided more funding and lesson plans.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Ensure the provision of PE across the school so pupils develop their skills linked to different sports.	Subject leader to attend the SSP meeting and share information with staff.	£495 – Subject Leader time	All meetings attended so far and SL is undated in training and current guidance in PE.	Continue to attend locality meeting.
Through effective CPD, ensure greater consistency of the teaching of PE which provides better outcomes and experiences for pupils.	Subject leader to organise for CPD based on staff need linked to the progression of tennis.	Part of the SPP.	All staff have received Tennis CPD – Impact to be measured Summer 2 by MW. Two lessons were observed with clear implementation of skills from CPD.	Discuss with teacher and SLT next area of development in PE.
	Subject leader signs the school up to the LTA school youth scheme.			
	Staff complete online training to improve provision of tennis.		MW also completed LTA tennis CPD	Complete a staff survey based on the school's PE curriculum and identify needs and deliver effective CPD.

<p>Teachers have a clear understanding of progression across the school.</p>	<p>Staff complete CPD and improved provision is in place for the teaching of tennis.</p>	<p>Subject leadership time (allocated above).</p>	<p>which provided more funding and lesson plans.</p>	
<p>Teachers to have a good understanding of what an effective PE lesson looks like.</p>	<p>Subject leader released to monitor the impact of the CPD and quality of teaching.</p>		<p>MW observed 2 lessons during Summer 1 and 2 lessons in summer 2. Feedback given to teachers.</p>	<p>Through lesson observations and drop ins, staff were using the document to improve consistency of PE teaching.</p>
	<p>Teachers are provided with 'Teaching PE at South Bersted document'</p>		<p>Summer term after tennis CPD.</p>	
			<p>All teachers received.</p>	

<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: 16%</p>
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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>Provide pupils with the opportunity to participate in inter school events.</p> <p>Through the SSP Package ensure pupils across the school have the opportunity to experience a range of sports.</p> <p>Provide a wider range of clubs for pupils across the school.</p>	<p>Purchase the SSP package.</p> <p>Subject leader to identify key events and sign up for them.</p> <p>Inline with the school's PE Vision document, the school holds 1 intra school event each half term.</p> <p>Pupils to take part in end of term</p>	<p>£3550</p> <p>Additional events - £250</p>	<p>Future flyers, Football, Netball, Basketball, Bronze Ambassadors, tennis, Girls football, Athletics, Disney Festival. School achieved Gold Quality mark for the first time.</p> <p>Intra events happened across all year groups, which supported Quality Start and School Sports Mark.</p>	<p>Continue to provide intra events and promote them on social media.</p>

<p>Greater proportion of PP attend sports club therefore experiencing a broader range of sports.</p>	<p>competitive competitions.</p> <p>Tracking document for pupils attending clubs and representing the school is in place.</p> <p>School to host football and netball fixtures against local school.</p> <p>Identify and invite key pupils to competitive and festival events.</p> <p>PE lead to identify outside sports coaches that can run afterschool clubs, which also builds greater community links.</p> <p>Identify teachers to lead a sports club.</p> <p>Using in-school tracking systems, identify key groups of pupils to attend sports clubs</p> <p>School to provide a KS1 and KS2 sports days.</p> <p>Pupils to be given the opportunity to go Climbing at the Regis school following the success during the 2020 – 2021 academic year.</p>	<p>Subject leadership time (allocated above)</p> <p>£830</p>	<p>The office use an excel tracking document for all events and clubs; therefore key pupils can be targeted for Change for Life club in the Summer Term.</p> <p>Fixtures arranges against BG with pupils across whole of KS2 taking part.</p> <p>Premier Sport have provided before school clubs over the academic year. Dance clubs have also run during the Spring and Summer Term.</p> <p>Future flyers – Free Bognor Fun Run entry.</p> <p>Teachers were identified to run Tutoring – MR Dance</p> <p>Sports Days took place during the Summer Term and supported the school’s House System and school values.</p> <p>Year 4 were provided with opportunity to climb during summer 2. No other classes accessed this provision. (Funded by parents not the</p>	<p>Use tracking document to support identification of pupils not accessing clubs.</p> <p>Continue link the local school and expands to take part in other sports e.g netball and basketball</p> <p>Assess which clubs to be provided by an external provider.</p> <p>Look into whether this could be provided across all of KS2.</p>
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	School to provide skateboard/scooter coaching following whole school event.	£300	school).  All pupils received this in Autumn Term. Pupil voice. <i>'They explained how to do it properly and how to be safe.'</i>	School to fund further sports workshops to broaden pupils experiences of different sports.
	School to provide Year 6 pupils with Bikeability safer cycling scheme.	£560	<i>'I had not had a go at skateboarding before.'</i> Year 6  <i>'After being taught it felt so much easier.'</i> Year 5  100% of pupils in Year 6 were provided with the safer cycling in Summer 2.  <i>I enjoyed safer cycling as they explained ways to be safe on the roads.</i>  <i>I found it challenging at first because at first I couldn't really ride but at the end they helped me become more confident.</i> Year 6	Use of SP to fund this for the next academic year.



Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 0% (allocations of SSP and SL time allocated above).	
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:
Use SSP package to provide opportunities for pupils to participate in competitive events.  Following COVID – 19, 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>Purchase the SSP package.</p> <p>Subject leader to attend the SSP meeting and share information with staff when needed.</p> <p>Subject leader to identify key events and sign up for them.</p> <p>Use a tracking document that identifies the progress in competitive events (see key indicator 4).</p> <p>Re-organise the curriculum so each phase teaches the same sport to ensure progression of skills and in school competitive events.</p> <p>Plan opportunities for pupils to compete in games during PE lessons inline with the subject’s vision and school values.</p>	<p>£3550 (allocated above)</p> <p>Subject Leader time (allocated above)</p> <p>SL time (allocated above)</p>	<p>This year the school has maintained Gold in Quality Start and Gold for the first time in the School Games mark</p> <p>See PE overview – Amendment made through the year, which supported pupils in attending key events,</p> <p>All pupils have taken part in competitive events as part of PE lessons.</p>	<p>School will continue to invest in the SSP for 2022 – 2023.</p> <p>Continue to evaluate and amend curriculum so that needs of pupils are met.</p>

	<p>Link the attainment to the school House System and the school value of Koinonia.</p> <p>Promote the events/ results on the school's website, newsletters and collective worship with the allocation of House Points to promote the school values of Koinonia and Endurance.</p> <p>Subject leader released to organise a whole school sports day: EYFS and KS 1 am and KS 2 pm.</p>		<p>Pupils are awarded house points for winning competitive events, which supports the whole school house system and school values.</p> <p>Events in Newsletter have been shared to raise the profile of sport. In addition to this notices are shared on PE board and during whole school Collective Worship.</p> <p>Achieved.</p>	<p>Improve the promotion of sport and PE by regularly posting on social media including Instagram. Have a separate sports tab on the website where sporting events are added across the year.</p>
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Signed off by	
Head Teacher:	N Goodwin
Date:	21. 7 . 22
Subject Leader:	M Wilson
Date:	19.7.22
Governor:	R Robson
Date:	25.7.22