

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](#).



Surrey Hills All Saints CoE Primary School Sports Premium PLAN 21-22

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,100
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,970
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,970

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
The percentage of our current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres	85%
The percentage of our current Year 6 cohort who can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	75%
The percentage of our current Year 6 cohort perform safe self-rescue in different water-based situations	100%
Additional provision for swimming over and above the national curriculum requirements.	Planned for Summer Term 2022

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: %	
	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 increase the amount of daily physical activity during play times for all children during (minimum 30 mins)	Additional active breaks every non PE day for all children. <i>(Active breaks to be included as part of the recovery curriculum post-Covid)</i>	£700 individual class play equipment	All classes took part in active breaks, running laps of track at Westcott and field of Abinger (Autumn 21) Observations and pupil voice indicate that at least 90% of children are choosing to be active during break and lunch times.	Children and teachers understand the importance of being active. Children can talk about the activities offered and why they are important.
To increase the range of activities on offer during play and lunch times	Re-establishment of <i>Jump start Johnny</i> for ALL at the start of each day.		Bubble equipment bags are being used effectively to increase activity and play during Autumn term.	Active breaks are embedded routinely into the school day
To promote the 'Daily Mile' (using track) for all children	Replace playtime equipment so each class/ bubble has their own bag, including balls, skipping ropes, balance balls, hoops.	£300 – external club support for identified children	Play leaders were appointed from each class to take equipment bags out and collect at the end of break and lunch times.	High quality play equipment bags for each class continue to be in place, renewed as needed.
To promote and fund external sports clubs for identified children	Lunchtime supervisors to set up activities and initiate some active play, including ball games	<i>Couldn't we use SP to subsidise extra-curric sports?</i>	10 x vulnerable children targeted for extra-curric clubs	Class play leaders continue their roles. PE lead and class teachers to reinforce care and return of class equipment.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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?:
All staff are confident to teach and assess PE across the whole curriculum	New curriculum coverage in place and new assessment package to be embedded across school	£ 1800 annual membership for <i>Complete PE scheme</i> + assessment	The full NC PE is planned, delivered and assessed through the Complete PE scheme. Evaluation shows that delivery is high quality.	Staff training to ensure that high quality PE is maintained because all teachers have good subject knowledge.
Celebration assemblies are in place	Children's PE, sporting and wider achievements are celebrated in assemblies and through school comms so the profile of being active is high			
Play leaders are in place	Appoint pupil Play Leaders responsible for playtime equipment and organising simple games.	Top up swimming + travel £1000	Children enjoy their achievements being celebrated in class celebration assemblies and newsletters Play leaders report that they are sure about their roles and can talk about the positive impact on the school community.	Pupils have opportunities to exceed NC requirements
Top-up swimming lessons for pupils who have not met, who are likely not to meet the NC requirements or who are vulnerable				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Upskill teachers to feel confident in teaching a full range of sports, covered in the national curriculum All staff are using skills and knowledge learned from a specialist to improve the Gymnastic offer	Employ specialist PE coach to provide CPD to staff Gymnastic specialist offers lessons to pupils – with staff CPD	£4000	Staff observe teaching and use planning to develop their own lessons in terms of team sports and subject-specific skills and terminology Staff observe gymnastics coach and develop their own lessons using skills progressions Staff to disseminate information, including CPD and resources	Annual gymnastics / dance competition for all classes
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Increase opportunities for physical activities through Outdoor Learning for all children Reception to Year 6</p> <p>https://www.outdoor-learning.org/</p>	<p>Introduce new physical activities within the curriculum (in addition to PE) to all pupils. These will include:</p> <ul style="list-style-type: none"> • Orienteering • Ropes • Challenge courses • Forest Schools • Bushcraft • Green Crafts • 	<p>£6,970 for equipment and Outdoor Learning Specialist to provide expertise and support for all staff</p>	<p>Pupils have an increased breadth of curriculum experience.</p> <p>Tangible links are made between physical activities and the wider environment.</p> <p>Forest schools is further developed to encompass wider outdoor learning.</p> <p>Pupils make clear links with the natural environment and how it supports both physical and mental well being.</p>	<p>Development/Establishing of physical sites and areas for Outdoor learning:</p> <ul style="list-style-type: none"> • School Site • Nature garden • Local Woodlands • Donated Farmland • Grassland • Community Gardens
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
SHAS pupils to attend a range of competitive events and learn about the importance of good sportsmanship, humility of winning and perseverance in adversity	Participation in Hockey, netball, rugby and football league games through Dorking Sports Partnership	£ 2200 membership of DSSP Transport to events £1000	Pupils attend a variety of events at different venues. (Dec 21) 40% of year 1-6 children have taken part intra and inter school's competitions this term. Disadvantaged children are actively targeted. Pupil voice shows they feel it is important to represent their school and they can describe the skills they have learnt.	Continue to sign up for leagues 22/23 and encourage wider participation

Signed off by	
Head Teacher:	<i>Scoles</i>
Date:	September 2021
Subject Leader:	<i>Scoles</i>
Date:	September 2021
Governor:	JPACKER
Date:	September 21