

# 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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SPORT  
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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](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.

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 2023.**

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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# Surrey Hills All Saints CoE Primary School

## Sports Premium PLAN 22-23

Total amount carried over from 2020/21	£0
Total amount allocated for 2022/2023	£18,100
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,660
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,660

### Swimming Data

Please report on your Swimming Data below.

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
The percentage of our current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres	<b>90%</b>
The percentage of our current Year 6 cohort who can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	<b>75%</b>
The percentage of our current Year 6 cohort perform safe self-rescue in different water-based situations	<b>100%</b>
Additional provision for swimming <b>over and above</b> the national curriculum requirements.	<b>Planned for Summer Term 2023</b>

## 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: 2022/23	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:	
			%	
	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>To increase the amount of daily physical activity during lunch play times for all children (minimum 30 mins) led by a specialist PE coach</p> <p>To increase the range of activities on offer during play and lunch times</p> <p>To promote the 'Daily Mile' (using track) for all children</p> <p>To promote and fund external sports clubs for identified children</p>	<p>Additional active breaks every day for all children.</p> <p>Re-establishment of <i>Jump start Johnny</i> for ALL at the start of each day.</p> <p>Allocate playtime equipment so each class/ bubble has their own bag, including balls, skipping ropes, balance balls, hoops.</p> <p>Lunchtime sport coach to set up activities and initiate active play, including ball games</p>	£2,575	<p>All classes took part in active breaks, running laps of track</p> <p>Observations and pupil voice indicate that at least 90% of children are choosing to be active during break and lunch times. Equipment bags and access to sheds facilitate an increase in activity and play.</p> <p>Vulnerable and disadvantaged children experience and take part in lunchtime sports and activity.</p>	<p><b>14% of allocation</b></p> <p>Children and teachers understand the importance of being active. Children can talk about the activities offered and why they are important.</p> <p>Active lunch breaks for all children are embedded routinely into the school day</p> <p>High quality play equipment for each class continue to be in place, renewed as needed.</p> <p>Class play leaders continue their roles. PE lead and class teachers to reinforce care and return of class equipment.</p>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
To increase the participation of all pupils in school games, events, competitions, sport leadership, extra-curricular clubs and enrichment in addition to curriculum delivered sessions.	Daily sports clubs and weekly fixtures are supported across a very broad range of sports.  Children's PE, sporting and wider achievements are celebrated in assemblies and through school comms so the profile of being active is high	£3420	A full diverse set of sequential sports activities are planned, delivered and assessed. Evaluation shows that delivery is high quality.  Children enjoy their achievements being celebrated in celebration assemblies and newsletters  All pupils have opportunity to reach NC requirements around swimming and water safety	<b>19% of allocation</b>  Rigorous monitoring and Quality assurance to ensure high quality Extra curricular PE delivery is maintained.
Top-up swimming lessons for pupils who have not met, who are likely not to meet the NC requirements or who are vulnerable		Top up swimming + travel  £1000		<b>5% of allocation</b> Pupils have opportunities to exceed NC requirements

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:
N/A – PLEASE NOTE - All curriculum is delivered by a Third party specialist PE company – <b>not</b> funded by SSP.	N/A	N/A	N/A	N/A
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:
Increase opportunities for physical activities through Outdoor Learning for all children Reception to Year 6  <a href="https://www.outdoor-learning.org/">https://www.outdoor-learning.org/</a>	Introduce new physical activities within the curriculum (in addition to PE) for <b>all</b> pupils. These will include: <ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Ropes</li> <li>• Challenge courses</li> <li>• Forest Schools</li> <li>• Bushcraft</li> <li>• Green Crafts</li> </ul>	<b>£9,565</b> for equipment and Outdoor Learning Specialist to provide expertise and support for all staff	Pupils have an increased breadth of curriculum experience. Tangible links are made between physical activities and the wider environment. Forest schools is further developed to encompass wider outdoor learning. Pupils make clear links with the natural environment and how it supports both physical and mental well being.	<b>54% of allocation</b> Development/Establishing of physical sites and areas for Outdoor learning: <ul style="list-style-type: none"> <li>• School Site</li> <li>• Nature garden</li> <li>• Local Woodlands</li> <li>• Donated Farmland</li> <li>• Grassland</li> <li>• Community Gardens</li> </ul>

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	<b>£1100</b> membership of DSSP	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.	<b>8% of allocation</b>  Continue to sign up for leagues 23/24 and encourage wider participation

Signed off by	
Head Teacher:	<i>Scoles</i>
Date:	July 2023
Subject Leader:	<i>Scoles</i>
Date:	July 2023
Governor:	<b>JPACKER</b>
Date:	July 2023