

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](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 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	£11,439
Total amount allocated for 2020/21	£21,320
How much (if any) do you intend to carry over from this total fund into 2021/22?	£31,138
Total amount allocated for 2021/22	£21,320
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£52,458

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	
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 2021. Please see note above	62%
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	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	37%
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

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:	
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: 71.8%
Intent	Implementation		Impact	
<p>Items highlighted are carried over from previous plan due to delays caused by pandemic and resulting recovery plan</p> <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>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>
<ul style="list-style-type: none"> Higher quality PE lessons from teachers that are motivated and have adopted good teaching practices. Premier Sports (outside agency) lunchtime club offers targeted children the opportunity to participate in extra sports activities. Sports Leaders coached to deliver lunchtime clubs. Greater variety in curricular and extra-curricular activities that cater for all. 	<ul style="list-style-type: none"> CPD from The Weald Sports Partnership (WSP) in areas for curriculum development. Observing good practices from outside agencies (Bradley Wood, Chelsea) Target children identified and participating in lunchtime or extra-curricular clubs. Returning post-pandemic Identify dates with WSP. 'Roll out date' agreed with sports leaders. Premier Sports (2 afternoon sessions per week) to offer fencing and archery to the learning opportunities. 		<p>£2412</p> <p>£3500 p/a</p> <p>£9000 p/a</p> <ul style="list-style-type: none"> Teachers using ideas learnt from CPD Improvements in the quality of sports teaching at BPS Less active in individuals engaging in lunchtime activities. Greater inclusion in sports participation 	<ul style="list-style-type: none"> Children attend sport specific courses Staff mentor colleagues to further develop teaching skills Sports clubs accessible for disabled athletes

<ul style="list-style-type: none"> Better resourcing of PE equipment. Resurfacing of cinder track to provide all-weather track around the field to facilitate the Daily Mile for all pupils. The number of pupils in the school mean that the track would vastly help the school facilitate this as playground space is limiting 	<ul style="list-style-type: none"> Teachers to identify what learning resources they need and Sports Subject Leader to purchase if in need. 	£22, 768	<ul style="list-style-type: none"> In addition to the 2 hours a week P.E. and extra-curricular opportunities, children will participate in the Daily Mile, increasing their levels of activity and fitness each week 	<ul style="list-style-type: none"> Mile can be walked, run or pushed with all-weather track. Awaiting planning permission for re-surfacing
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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:

14%

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:
<ul style="list-style-type: none"> Specific assemblies raise awareness of the children to events and clubs with reference to the school values. Outside speakers to inspire the children. Healthy living week. School Sports day 	<ul style="list-style-type: none"> Have a slot allocated for a specific termly PE assembly led by Sports Captains and Sports Leaders. Key speakers found and booked. A time slot (preferably Summer) booked. Budget allocated for resourcing. 	£1500 Speakers (3x£500) (£100 per year group) £1200 £2500 (general resource) £300 Sports Day contingency	<ul style="list-style-type: none"> Post-pandemic lockdowns, children are more enthused about upcoming events and the take-up of school clubs increases, Provide the children with positive role models and are aspirational. Give good cross curricular links with PSHCE and educate the children to make good health choices. Children are excited and looking forward to healthy competition 	<ul style="list-style-type: none"> Regular sports based assemblies using sports leaders to deliver. Links to well-being initiatives and resilience projects

<ul style="list-style-type: none"> Complete PE planning is designed to work towards the PESSPA Key indicators. 	<ul style="list-style-type: none"> Make sure all plans are in place and dates are booked with The Weald to allow the helpers to attend. Buy and introduce the planning and help teachers use this to improve their teaching. 	<p>£252 p/a</p> <p>(Complete PE)</p> <p>£1500 for CPD opportunities</p>	<ul style="list-style-type: none"> Children are progressing in physical skill, knowledge and understanding to achieve well at the end of KS2 	<ul style="list-style-type: none"> Develop further opportunities for inter-house competition in the school year
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1.3%
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:
<ul style="list-style-type: none"> Introduce new and improved teaching ideas that better cater for the needs of all children, including SEND, in PE lessons. Development of better teaching resources providing better skills progression between key stages. 	<ul style="list-style-type: none"> Use of Ordinarily Available Inclusive Provision document to support greater inclusion in P.E. Incorporate the scheme into our full curriculum to make full benefit of cross curricular links (science, PSHE, RSE) and show how it can be used to further improve the teaching of Physical Education at Billingshurst. 	<p>£300</p> <p>£400 for supplementary resources.</p>	<ul style="list-style-type: none"> Teachers feel more confident in delivering high quality PE lessons resulting in higher quality learning for pupils. Lessons are improved and teachers are more confident in the teaching of PE lessons 	<ul style="list-style-type: none"> PE staff leaders to coach all staff to develop practice further Dance CPD (delayed due to pandemic)

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11.4%
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:
Additional achievements: <ul style="list-style-type: none"> • Broader experience of different sports by listening to outside speakers. • Outside agencies to enrich the curriculum by offering specialist sports such as fencing and archery 	<ul style="list-style-type: none"> • Kicks dance workshops provided over one and a half terms to every year group. • Coaching for sports that staff find challenging to teach. 	£4000 (£75 per session) £2000	<ul style="list-style-type: none"> • Teachers observe good practice in the teaching of dance. • More children participate in physical education. 	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
<ul style="list-style-type: none"> Attending the vast majority if not all of the sports tournaments hosted locally. Attend some area (Horsham) sports festivals and fixtures. Arrange some friendly fixtures to allow children that are not in Year 5 and 6 to experience competitive sport. 	<ul style="list-style-type: none"> Put planned fixtures in the diary/planner. Pick some sports that are not being offered in the locality. Contact local schools to arrange friendly fixtures 	£500 Transport.	<ul style="list-style-type: none"> More children attending competitive sports fixtures. Children from all groups (SEND and Dis) and year groups attending competitive sports fixture 	<ul style="list-style-type: none"> School to host a festival to include other schools.
Total budget used: £52,132 (99.5%)				

Signed off by	
Head Teacher:	<i>Elen Williams</i>
Date:	2.12.2021
Subject Leader:	<i>A. Oakes</i>
Date:	3.12.2021
Governor:	<i>Nicole Waters</i>
Date:	8.12.21