

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£24,908.00
Total amount allocated for 2020/21	£19,510.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6138.45
Total amount allocated for 2021/22	£19,600.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,738.45

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>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</p>	<p>Y2021/22 – Planned Swimming Y6 Water Safety lessons Summer term 2022 Curriculum Swimming Y4 and above at different points in the year for those not able to swim competently, confidently and proficiently over a distance of at least 25 metres. N.B. The above is dependent on Covid situation.</p>
<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. Please see note above</p>	<p>97% July 2020</p> <p>% July 2022</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>Please see note above</p>	<p>95% July 2020</p> <p>% July 2022</p>

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>97% July 2020 % July 2022</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Not in 2020/21</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 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:
				61 %
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?: Note the impact will be updated at the end of each term.	Sustainability and suggested next steps: Note sustainability and suggested next steps will be updated at the end of each term
<ul style="list-style-type: none"> • Sustain and further develop a PE curriculum, in line with current Covid-19 guidelines, that is broad and engaging for all and goes beyond meeting the requirements of the national curriculum • Fully utilise the daily mile track, trim trails, MUGA area, field, basketball/netball areas and outdoor table tennis tables to provide all the children with wide ranging physical activity throughout the school day • Set up a physical Challenge Area and introduce specific physical challenge activity sessions to encourage & inspire extra physical activity 	Provide CPD for those who teach P.E. in school to ensure they understand fully the newly developed EYFS,KS1 and KS2 P.E. learning journeys and the curriculum progression map for each year group. Devise programme/schedule for use for all year groups. Create and equip a specific Physical Challenge Area. Train specific members of staff to use the area. Give those staff time admin time to devise	£500 £1,000 maintenance of active areas £2,000		

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<ul style="list-style-type: none"> • Ensure EYFS children are introduced to additional physical activity • Programme of Physical Fundamental (PhysiFun) Thursday afternoon sessions on a rota for targeted groups of children including the least active, socially vulnerable, SEND and those with mental health problems. • Programme of active clubs run by staff at lunchtime. • Physically active playtimes to maintain physical and mental health of all the children • Help regulate children with specific SEND needs through additional physical activity. 	<p>the Challenge Programme half termly.</p> <p>Train x12 Y6 Sports Crew and with a P.E. TA devise and adapt additional physical activities outside their free flow active play, and statutory P.E. lessons.</p> <p>Train x 12 Y5 PhysiFun mentors to aid P.E. HLTA run the sessions. TA to run sessions. CPD for 2nd TA to step in to run sessions when needed during continuing Covid period.</p> <p>Supply Admin time to devise programme each term. Provide and where needed replace equipment for active lunchtime clubs .</p> <p>Re-stock and maintain active play equipment</p> <p>Maintain the two active play sheds</p> <p>Provide a bag of skipping ropes for each class and arrange one of P.E. team to have additional P.E. session to teach each Y1-Y6 skipping games.</p> <p>Train x12 Y6 playground leaders</p> <p>Develop further the 'Sensory Circuit' half hour at the beginning each day. This will require additional staffing and equipment</p>	<p>£985</p> <p>£985</p> <p>£6000</p> <p>£100</p> <p>£360</p> <p>£1,000</p> <p>£1,000</p> <p>£548</p> <p>£180</p> <p>£240</p> <p>£120</p> <p>£500</p>		
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<p>•All children to participate in the 15 minute Daily Run</p>	<p>Staff to record children’s personal bests for distance run in 15 minutes once a term Half a day to be given each term for Data to be collated by P.E. lead and trends examined over time. P.E. lead to monitor daily running. Sports Council Reps to gather weekly data re participation and report to P.E. lead. Participation in Daily Mile incentive events, Staff encouraged to participate with the children.</p>	<p>£150</p>		
<p>Indicator 1 Total: £15,668</p>				

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

Percentage of total allocation:
18%

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>
<ul style="list-style-type: none"> Putting Physical Education, School Sport and Physical Activity at the heart of school life to create an active ethos which aids the physical and mental health of the children and staff. Continued high level focus on active learning across the whole curriculum and inform the children when they are actively learning 	<p>PE to remain a high focus, highly visible element of school life – displays, assemblies, events, notice board, newsletters, school games values embedded within curriculum.</p> <p>CPD session devoted to promoting & developing active learning opportunities in all classes.</p> <p>Opportunities for children to learn in an active manner across the curriculum should be planned for by staff.</p>			

<ul style="list-style-type: none"> That the P.E. journey/sequence of learning is clear and builds on prior learning for each year group and for the school as a whole. Fully implement PE assessment Track children’s physical activity provided by school in order that provision for all groups can be targeted Re-instate after the Covid period inter- house ‘active play’ competition award scheme Provide taster days for a variety of sports and physical activities to broaden the children’s opportunities to engage in physical activity 	<p>Take a group of children to the active travel Farnham COP26 Eco event and get them to try out active energy saving tasks and report back to their classes.</p> <p>Take children to active maths relay challenges and develop them further back at school.</p> <p>Re-visit P.E. journey with P.E. staff and ensure that children know: what prior knowledge/skills they are embedding and that the children know what they are working towards.(The end goal) There are learning P.E. journeys for all phases.</p> <p>Formal PE assessments to be completed and reported on to parents annually. Training new P.E. staff in implementation</p> <p>Additional admin time for P.E. TA to update weekly</p> <p>Children’s sports council to be responsible for the scheme</p> <p>Cheerleading – Autumn Term Cycling and Skateboard festival –Date TBC</p>	<p>£120 cover</p> <p>£120 cover</p> <p>£300 cover</p> <p>£1600</p> <p>£650</p>		
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<ul style="list-style-type: none"> Inspire children by inviting sportsmen and women into school or go to listen to them speak To encourage our families to be physically active for the benefit of our children. Sports memberships used to embed latest best practice– CPD, articles, advice and to offer opportunities for our children Continue to develop Sports leadership for KS2 and KS1 	<p>Arrange for :</p> <p>Kylie Grimes Paralympian Gold Medalist Tokyo Olympics to talk to the children</p> <p>Duncan Goodhew Olympic Swimmer to talk to children about sport and mental health</p> <p>Sam Reddock Paralympian cyclist to talk to the children about resilience in sport and active travel</p> <p>To provide each class with a PhysiFun bag with physical games to share with families.</p> <p>Children to take home on a rota for a week at a time.</p> <p>To provide PhysiFun home charts for each family.</p> <p>To provide step counter watches to go with each bag.</p> <p>YST membership</p> <p>Active Surrey membership</p> <p>Primary Premier Stars</p> <p>Chelsea Education Foundation</p> <p>Farnham and Ash Primary Sports Association</p> <p>Fearnhamme Confederation EYFS /KS1 Sports Association</p> <p>Sports Crew Training Y6 Active Surrey</p> <p>Playground Leaders Y6</p> <p>In house training</p> <p>Y6 Gifted and Talented Leadership</p> <p>Training- Active Surrey</p> <p>PhysiFun Training Y5 Active Surrey</p>	<p>£980</p> <p>£1000</p>		
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<ul style="list-style-type: none"> • Use the vehicle of sport to educate children in matters such as tolerance, diversity and racism. • Build resilience through Resilience Donut intervention • Increase the focus on mindfulness and emotional wellbeing activities to improve and sustain mental health • Ensure physical and sporting ethos is promoted to all the children, the parents and local community. 	<p>Welfare Warrior Training Y4 Active Surrey Daily Run tracking monitors –Y3 Young Leaders Training –Y2 Active Surrey YR – Y6 Sports Council Chelsea Foundation to run 5 week long programmes for: Year 6 No to Hate –Building Bridges Year 5 Say No to Hate Year 4,3 Diversity Wins Year 2 Adapted Diversity Wins Anti-bullying week specific sessions</p> <p>Use SDQ form to help staff identify children who could benefit from Resilience Doughnut intervention.</p> <p>Classes to participate in regular mindfulness activities and clubs to be offered for both children and staff for these. Tai Chi – Staff Club Children’s Yoga and Mindfulness club, children’s wellbeing club</p> <p>Weekly updates and celebrations in whole school assembly for children Monthly updates to parents in the Polygraph news Articles to be written for the local press Engage with local, regional and national bodies and fill in case studies for these bodies when invited to.</p>	<p>Indicator 2 Total: £4,770</p>		
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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:
Understanding of the sequence of learning in P.E for the different phases.	P.E. staff to re-visit P.E. journey and end points. CPD Class Teachers to be aware of the changes to the P.E. sequential, journey through the school through staff CPD			
Sharing good practice with other schools.	P.E. lead to attend Xavier P.E. termly CPD			
Active Surrey Training for ECTs	ECT P.E. course in good physical education practice for x1 ECT 2021/22	£500		
		Indicator 3 Total: £500		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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"> Provide opportunities for Higher, Aspire and Inspire physical sports competitions ,festivals, taster days and sessions in order that all groups are active and can enjoy sport/physical activities in the present and that we inspire them into the future so that they are physically and mentally fit. Support children of low income families in attending extra-curricular sports clubs Provide extensive active clubs 	<p>Taster sessions and events will be organised in school to expose all groups of children to different physical activities.</p> <p>We will participate in as many competitions and festivals that we are invited to and can logistically travel to.</p> <p>We will actively engage with Active Surrey, Farnham and Ash School's Schools' Sports Association, Fearnhamme Confederation, Xavier CET, Chelsea Foundation, Premier League Primary Stars,local community sports clubs, regional and national sporting bodies</p> <p>Identify relevant children, make opportunities available, link to community providers where appropriate. Track participation, enjoyment and impact</p> <p>Plan and develop before school, lunch and after school activities termly,</p>	<p>£1500 travel and supply for events</p> <p>£800 Active Surrey membership</p> <p>£1,250</p>		

<ul style="list-style-type: none"> • Increase specific activity opportunities for girls to enhance participation, confidence and enthusiasm for sports • Increase physical activity for EYFS and Y1 	<p>using volunteers, staff and coaches that provide physical activities that include team and individual physical activities.</p> <p>Girls' only football club – Aut. term Girls' only rugby - Aut. Term</p> <p>Train sports crew to run clubs. Use Y6 Sports Crew to run an active multi skills club for EYFS and Y1.</p>	<p>Indicator 4 Total:£3,550</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5 %
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"> Promote competitive opportunities for all pupils across school (year 1 – 6) in both intra and inter school formats 	<p>Participation in as many inter school events run by Fearnhamme Confederation, Farnham and Ash School's Schools' Sports Association, Active Surrey, Xavier CET, Chelsea Foundation, Regional and National bodies as possible.</p> <p>Plan, host and run multi-skills festivals for KS1 involving local schools</p> <p>Host competitive sports events for KS2 involving local schools</p> <p>Join local schools' sports leagues</p> <p>Organise larger sporting competitions off site for the schools of the Farnham and Ash sports association</p> <p>Chair Farnham and Ash Sports Association to have the ability to lead from the front and organise more</p>	£250 association fees		

<ul style="list-style-type: none"> Refine selection process for competitive sports events Promote core competitive values of: Determination, Honesty, Teamwork, Respect, Self - Belief & Passion Inspire and engage all groups of children in competitive sports. 	<p>competitive opportunities for the children</p> <p>Join premier league primary stars and through Chelsea Foundation be a regional teacher lead influencing events to enable more opportunities for our children.</p> <p>Compile an information sheet on the selection process for children and parents and for each event ensure children know what is required of them. There will be Higher, Aspire and Inspire events. Performance, Commitment & Attitude</p> <p>Core Values be used across the curriculum.</p> <p>Staff to ensure children are aware of the values and speak to about them regularly in order to reinforce how they apply to different disciplines.</p> <p>Order new Value Stickers for each class and specialist teachers so children can be rewarded when display the values.</p> <p>Use both able bodied and disabled sports personalities to talk to the children in assemblies and at events.</p> <p>Run inter-house intra competitive events.</p>	<p>£200</p>		
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<ul style="list-style-type: none"> Engage children in a love of sport so that they may be physically and mentally fit now and in the future. Supply sports kits to school teams so that no child is disadvantaged by not having kit when playing competitive sport, to aid creating a whole team mentality and to boost self-esteem when representing the school. 	<p>School Euros competition for the Women's Euros 2022 – Summer Term</p> <p>Promote SEND specific competition by making links with those providing 'Panathlon' competitive events.</p> <p>Extend links with community clubs. Invite community sports clubs to run before and after school clubs so that the children may be inspired to engage in competitive sport outside school in the local area. Send out tickets to local sporting events eg. Farnham Utd matches Aldershot FC matches Chelsea women's matches</p> <p>Get local sports clubs to organise competitive events for our children. Rugby tournament – Farnham Rugby Club – Aut. 2022 Gymnastics competition – Spr. 2022 Farnham Gym Tennis Tournament- Brightwells Tennis Club – Summer 2022</p> <p>Replace football socks. Replace damaged swimming hats. Replace Football Shorts. New team Kits for KS1. New District sports tops</p>	<p>£800</p> <p>Indicator 5 Total:£1250</p>		
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Signed off by 	
Head Teacher:	Paula Best
Date:	
Subject Leader:	Karen Trafford
Date:	11.11.21
Governor:	Anthony Johnson
Date:	