

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£16,659
Total amount allocated for 2020/21	£19,145
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12,040
Total amount allocated for 2021/22	£18,651
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£35,556

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>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>	Catch up lessons taking place in Summer Term to replace lessons missed during pandemic. % will be reported after these sessions.
<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>	Catch up lessons taking place in Summer Term to replace lessons missed during pandemic. % will be reported after these sessions.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Catch up lessons taking place in Summer Term to replace lessons

	missed during pandemic. % will be reported after these sessions.
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 in order to provide additional swimming opportunities that are not part of our curriculum for Year 6 and Year 3.

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: 13%
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?:
To increase wellbeing through fitness and an understanding of a healthy lifestyle throughout the school day.	<p>Improved lunchtime equipment available to the children. Items agreed with the School Council.</p> <p>Lunchtime play management and zoning, creation of quiet spaces by ELSA/Behaviour Lead/School Council</p> <p>Replenishment of all sports resources for junior and infants to ensure age appropriate and high quality. PE Lead to conduct a once a year audit of items.</p> <p>Additional football pitch prepared on Meadow to allow more year groups to play football. Lined and new goal posts put in place.</p> <p>Allotment programme and gardening club in place to ensure children remain active outside of defined sports as part of a healthy lifestyle.</p>	<p>£800</p> <p>£1000</p> <p>£1800</p> <p>£150</p> <p>Parent Funded</p>	<p>Children are engaged in activities at lunchtime resulting in improved behaviour.</p> <p>Children understand where they can play different games. All children's interests are covered leading to calmer playtimes and improved behaviour.</p> <p>More resources for PE lessons. Able to teach high quality, progressive lessons.</p> <p>Year Groups assigned time on the Meadow football pitch. Improved behaviour and more active focused playtimes</p> <p>Children have a growing knowledge of planting, growing and how they can be used in healthy recipes.</p>
			Sustainability and suggested next steps: Training of more playtime leaders as well as Sports Leaders from Year 6. Continue to replenish playtime equipment on a regular basis.

	Skipping workshop for all children.	£1000	Increased use of children using skipping ropes at breaktimes.	Additional training sessions for playground games and use of equipment
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 8.5%
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:
To increase the profile of PE and healthy living to ensure children are enthusiastic about PE and extra-curricular activities.	<p>Sharing of sports updates and pupil success within the school newsletter by the Headteacher.</p> <p>Sports opportunities advertised and celebrated on our social media platforms.</p> <p>Annual sports day for all pupils. Including competitive and non competitive activities.</p> <p>Sports coaches used for after school clubs to develop sports skills and encourage children to take part in all lessons and extra curricular activities. Sports include karate, dodgeball, football, cricket, gymnastics, fun and games.</p> <p>Maths on the move interventions for Year 2 and 3.</p>	<p>£50</p> <p>£3,000</p>	<p>Children's achievements are celebrated, meaning that other children want to emulate the successes of others and therefore more children are involved in Sports teams from across the school.</p> <p>Year 6 House Captains involved in set up of Junior Sports Day. All of Year 6 involved as helpers during Infant Sports Day and Santa Dash. Older children enabled to be a leader and be active role models for the younger children.</p> <p>Sports coaches clubs are very popular. PE lead liaises with Sports Stars regularly about the clubs they are running, both after school and at lunchtime.</p> <p>Children involved in Maths on the Move have become more confident and have made good progress. In Year 2 the Greater Depth children have made good progress and are</p>	<p>Continue to share sports updates and successes on social media and in the school newsletter to encourage more children to be involved in sporting activities.</p> <p>Infant Sports day - integrate some more competitive elements so the children are more ready for the competitive element of the Junior Sports Day. Continue with format of Junior Sports day.</p> <p>Development of Sports Leaders within the Year 6 cohort.</p> <p>PE Lead to continue to liaise with Sports Stars about the clubs that are most popular within the school and any other clubs that could be offered. Encourage teachers to run more sports clubs. Continue to develop lunchtime clubs - content to be based on which tournaments are upcoming.</p>

			<p>vocal and enthusiastic about maths lessons.</p> <p>The Year 3 children (working towards group) as a whole made accelerated progress.</p> <p>There were 15 children who completed the programme across both year groups. Of the 15 one third made accelerated progress in Maths as measured on Target Tracker. The remaining two thirds made expected progress. The most positive impact of the programme was seen in the rate of progress of the lowest ability children.</p>	<p>PE lead and SENCo with Maths on the Move, to ensure that the activities are relevant and accelerate/challenge children's learning. Discussions with the leader of Maths on the Move have resulted in a change of teacher.</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:
				47%
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:

Investment on teachers skills	PE and PSHE Subject leader time to ensure high quality planning is in place across all year groups. Monitor PE across the school.	£5,000	Children's skills in sport have progressed and children are able to build on the previous year's learning within their lessons. PE lead to liaise with teachers about their planning and delivery of lessons.	Review and evaluate current scheme of work
Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Teachers work with sport coaches to develop their practice to deliver good quality PE lessons across a broad range of sports.</p> <p>Teachers work with sport coaches to understand how to assess pupils progress to ensure progression is in place and how this can be recorded.</p> <p>Woodland training for teachers from Reception to Year 4 in woodland skills.</p> <p>Outdoor Learning Twilight sessions for Staff.</p> <p>PSHE Membership to ensure a healthy lifestyle is being promoted across all year groups.</p> <p>PSHE Subject leader and PE Subject Leader to be given additional release time to review activity levels throughout the school and assess the impact of lockdowns on our children.</p>	<p>£3,000</p> <p>£3,000</p> <p>£1,141</p> <p>£150</p> <p>£2,500</p>	<p>Teachers gaining new skills and insight into PE delivery.</p> <p>Teachers have a better understanding of how pupils can progress within PE.</p> <p>Improve teachers outdoor learning skills to improve the curriculum.</p> <p>Teachers have resources to deliver an effective PSHE curriculum. Subject leader support in planning the curriculum.</p> <p>Subject areas are sequenced and planned correctly. Additional events are organised.</p>	<p>Review and evaluate current scheme of work</p> <p>Train a member of staff to be a qualified woodland lead.</p> <p>Liaise with SOLD about Outdoor Learning sessions.</p>

	TA Inset session with Physifun to develop playground activities for all children.	£325	TA supervision of playtimes enhanced through encouraging play. Behaviour at playtime amongst pupils has improved and incidences less frequent	
	Active Surrey Membership	£800	CPD opportunities for all staff.	
	Mental Health First Aiders trained at all levels across the school.	£900	Improved mental health awareness and first aid amongst staff and pupils.	
	Mental Health awareness training for all staff as part of an inset day. This is to be linked with the Physifun session to improve behaviour at playtimes.	£460	Better Wellbeing and mental health awareness and how staff can help pupils and deploy strategies to help mental health.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

17%

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>Assess impact of lockdowns on physical activity</p>	<p>Catch up swimming lessons for 21/22 Year 6.</p> <p>Support Swimming lessons in Year 3 to ensure maximum attendance by pupils.</p> <p>Catch up lessons provided to Year 4 through our partnership with ACS</p> <p>Football funday at ACS Cobham for play leaders.School to cover transport.</p> <p>Children's wellbeing workshop for Parents. A need identified by our ELSA</p>	<p>£3,000</p> <p>£2,000</p> <p>Funded by ACS</p> <p>£300</p> <p>£160</p>	<p>Year group finished primary school meeting the national expectation.</p> <p>Year group achieved the national expectation.</p> <p>Year group achieved the national expectation despite COVID closures.</p> <p>Year 5 and 6 children benefited greatly from this opportunity. For many, it was their first time representing the school. The boys team came 2nd and the girls performed well. Both teams won the best goal certificate.</p> <p>In addition some of the Year 6s were able to show their leadership skills.</p>	<p>Catch up required for current Year 5. To be included within Premium expenditure for 22/23.</p> <p>Continuation of swimming lessons for Year 3 in the Spring term with the hope that many will achieve the national expectation in swimming.</p> <p>Continue collaboration with ACS Cobham and other local schools to organise similar activities and tournaments.</p> <p>Year 2 attended athletics afternoon at City of London Freemens School which was run by their Sports Leaders. Links to be consolidated 2022-2023</p>
<p>Provide children with a wide range of physical activities to support their life skills</p>	<p>First Aid training for Year 6.</p> <p>Whole school Circus Workshop.</p>	<p>£180</p> <p>£300</p>	<p>Year 6 have a good understanding of how to help when someone injures themselves and learnt about CPR. Important for life skills.</p> <p>All the children greatly enjoyed participating in the Circus workshop as part of Creative arts week. This</p>	<p>Continue with this training for Year 6s.</p> <p>PE lead to liaise with the Teachers in charge of the various enrichment weeks to see how we</p>

	Investment in play equipment identified during the workshop to develop fine motor skills in younger children.	£200	<p>focussed on the skill of balance mainly and inspired the children to try new things.</p> <p>Investments in diablos and various other equipment for the infants has helped develop fine motor skills in EYFS and KS1.</p>	<p>could add in a physical/PE aspect to the week.</p> <p>Fine motor skills have improved. Build in more challenging equipment. Outdoor area improvements to be made in EYFS area in 2023 and beyond. PE lead to ensure there are activities that aid fine motor skills and other physical skills in the younger children.</p>
	Orienteering plan for the outdoor areas.	£140	Orienteering plan put in place by PE and Geography leaders and used in PE lessons as well as Geography, Maths, Science and other lessons.	
	Whole School Outdoor learning day with exposure to different activities such as climbing wall, fire lighting and team building exercises.	Parent Contributions	Whole school SOLD day was a great success. Children gained from experiencing a range of activities, eg team building The activities also took some children out of their comfort zone and encouraged them to try new activities.	Continue to have this day with a view to maybe having it as an Autumn term team building activity rather than a Summer term activity. Having it in Autumn could help integrate new children into the school and aid team building in the classes that are moved around or split (Year 3 and 5).
	Chance to Shine Cricket sessions for Year 3 to Year 6.		Children gained a good knowledge of cricket - batting, bowling and fielding from an experienced coach	Revise this coaching again and extend into KS1

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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>Membership of Leatherhead & District Sports Association which organises inter school competitions.</p> <p>Liaise with other schools to organise matches and fixtures for KS2 to participate in.</p> <p>SL and HT to agree how extra-curricular opportunities will be staffed if they fall in teaching time.</p> <p>Provision of team kit, accessories and equipment (New kits this year)</p> <p>Transport of children to events to assist in maximising participation.</p> <p>Sports Stars employed to train our competitive sports teams. PE Lead and teachers to support the sessions with the teams. Sports currently happening are Netball and Football.</p>	<p>£200</p> <p>£500</p> <p>Sponsorship from Sports Stars</p> <p>£800</p> <p>£2000</p>	<p>School has been able to be involved in various tournaments around the area because of this membership - Cross Country, Football, Netball, Athletics (indoor and outdoor)</p> <p>PE lead has had the opportunity to meet with other PE leads in the area to organise matches and tournaments and also to discuss the curriculum and assessment.</p> <p>Children have participated in many tournaments during the year:</p> <p>Football at ACS Cobham - boys team 2nd place.</p> <p>Football tournament at Oakfield Junior - boys team 2nd place, girls team 3rd place.</p> <p>Cross Country matches - many top 10 placings in all groups.</p> <p>Tag Rugby tournament - 2nd place.</p>	<p>Consider hosting an annual event at our School such as an infant Cross Country.</p> <p>Continue to foster relationships with other PE leads in order to have matches with different schools.</p> <p>Continue with Sports Stars competitive team training.</p>

			<p>Indoor Athletics - 6th place</p> <p>District Sports (outdoor athletics) - 8th place.</p> <p>The children are very proud to wear the new kits, especially the West Ashtead fleeces. These are also sponsored by Sports Stars. This has fostered a good team attitude and good sportsmanship as the children can show they represent the school and are proud to do so.</p> <p>Children have benefitted from being transported to various tournaments both by schools organising them and by parents. This has meant more children have had the chance to participate in these activities.</p> <p>Sports Stars have taken on a number of lunchtime clubs in order to train teams involved in competitions. This has meant the children are more confident and work cohesively as a team</p>	<p>Sports Stars have coached children in Year 3-6. This gives a wide range of children the opportunity to participate and also means that by the time the children in Years 3 and 4 are in Years 5 and 6 they will have worked with a team for a longer period of time, hopefully meaning that the teams will do even better in the tournaments than they have previously.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	