



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• More participation in before school dance clubs.</li> <li>• Specialist hockey training for Yrs 5 &amp; 6 at WHC – pilot.</li> <li>• Greater awareness of the importance of physical activity for well-being as well as fitness post-lockdown.</li> <li>• Training in Real PE – scheme implemented across the school.</li> <li>• Playground markings to encourage active playtimes.</li> <li>• Sports clubs free for PP children.</li> <li>• Yr 5/6 hockey team came second in inter-school competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Further increases in physical activity outside of playtimes and PE lessons.</li> <li>• More children meet national curriculum requirements for swimming.</li> <li>• More participation in inter-schools competitions as pandemic restrictions loosen..</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	July 2022
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## 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.

<b>Academic Year: 2021/22</b>		<b>Total fund allocated: £19,880 (estimated)</b>		<b>Date Updated: 6.6.22</b>	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation: 50%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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: £10,000	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"> <li>To ensure all children engage in and recognise the importance of regular physical activity for their mental and physical well-being.</li> <li>To ensure the Learning for Life curriculum underscores and reinforces the importance of children carrying out physical activity, how to set patterns for life and self-care.</li> <li>To foster a positive culture which integrates physical activity into the school day through active travel to and from school, active playgrounds and active lessons.</li> <li>To ensure children undertake at least 30 minutes of physical activity per day at school on non-PE days.</li> <li>To increase activity among less active children and disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>Active playtimes through the provision of equipment; equipment monitored and replenished when needed.</li> <li>Daily Mile (on the trim trail weather permitting) for KS2.</li> <li>WOW scheme.</li> <li>PE boards to highlight events etc.</li> <li>2 x free lunchtime sports clubs run by outside provider - football for Year 5/6 girls and multi-sports for Yr 2.</li> <li>Monitor and review numbers and make up of children attending after-school clubs.</li> <li>Enter Active Surrey events and festivals.</li> <li>Investigate Active Surrey's sports leader courses for children.</li> <li>School-run sports clubs free for PP</li> </ul>	<p>£6,000</p> <p>£760</p>	<ul style="list-style-type: none"> <li>Active playtimes – the equipment is used every day and is very popular with the children – it has to be replaced on a rolling programme because of being used so much. Children are enjoying their lunchtimes and engaging in a wider variety of games and activities; the wide choice pulls in more of the more sedentary children.</li> <li>Daily Mile embedded in school and Daily Mile 10<sup>th</sup> Anniversary celebrated across KS2 with improved fitness noted anecdotally when compared with September performances.</li> <li>In conversations, the children recognise the importance of regular activity for their</li> </ul>	<ul style="list-style-type: none"> <li>outdoor gym (£5,500)</li> <li>interactive playground boards (£7,500)</li> <li>walking training for schools (SCC)</li> </ul>	

children.	<ul style="list-style-type: none"> <li>children.</li> <li>Subsidised attendance at adventurous activities for disadvantaged children; families targeted to allow children to go and encouraged to ask for financial help.</li> </ul>	£3,000	<p>wellbeing; the culture regarding exercise has improved and children look forward to their PE lessons.</p> <ul style="list-style-type: none"> <li>The majority of children are active for more than 30 minutes a day on top of PE lessons.</li> <li>34 girls signed up for lunchtime football club; majority of Yr 2 take part. The Beaufort Girls Year 4 and Year 5/6 football teams won the Woking FC Cardinals in the Community Schools Tournament in April and received two trophies.</li> <li>92% of disadvantaged children attending residential trips for Years 4, 5 &amp; 6 with obvious impact on wellbeing and inclusion.</li> </ul>	
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<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: 5%
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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: £1,000	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"> <li>To provide positive sporting role models are used to inspire children.</li> <li>To ensure the profile of PE is high and that children are enthusiastic about PE and extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Visits by role models &amp; professionals.</li> <li>Assemblies &amp; letters home.</li> <li>Newsletter used to publicise success and participation in sporting events and promote after-school clubs.</li> </ul>	£565 £200	<ul style="list-style-type: none"> <li>Visit by freestyle football expert enthused &amp; inspired children to practise the skills at lunchtimes – all 30 new balls were used consistently in subsequent lunchtimes.</li> <li>African dance workshop for Year 5 resulted in children</li> </ul>	<ul style="list-style-type: none"> <li>Continue actions.</li> <li>Build links with local teams.</li> </ul>

			<p>increasing their awareness that exercise can take many forms and with extension of topic learning.</p> <ul style="list-style-type: none"> <li>Participation in extra-curricular sports &amp; dance clubs healthy with a wide range on offer (16 weekly sports clubs – the majority free or subsidised).</li> </ul>	
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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%

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: £200	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"> <li>To increase amount of staff training to up-skill the staff in the areas of dance, gymnastics, hockey and tennis.</li> <li>To ensure teachers in KS1 and KS2 feel confident in delivering the curriculum.</li> <li>To increase confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff and undertake lesson observations - able to provide effective feedback and lead discussions.</li> <li>To work with specialist coaches or local clubs to improve teachers' skills, knowledge and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and reviewing of teaching and learning by subject lead.</li> <li>Swan PE leads share ideas.</li> <li>Audit of teacher confidence in teaching different sports.</li> <li>Teachers with particular qualifications/expertise to model teaching/lessons.</li> <li>Release PE lead to monitor the teaching of PE across the school.</li> <li>CPD in subject leadership.</li> <li>Take advantage of external training offers esp. through Active Schools.</li> <li>INSET/CPD – train TAs in active playtime games etc.</li> </ul>	£200	<ul style="list-style-type: none"> <li>All teachers in Years 5 &amp; 6 confident to teach hockey after observing/taking part in coaching with WHC.</li> <li>PE lead confident leading subject.</li> <li>All staff confident and equipped to deliver Real PE programme of learning.</li> </ul>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 38%
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: £7,500	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"> <li>To provide all children across the school with opportunities to experience a broad range of physical activities so they are both physically and mentally well.</li> <li>To increase the range of clubs offered to the children, including those that relate to mental health and well-being.</li> <li>To create further links with the local sporting community.</li> <li>To subsidise sports clubs and equipment for disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>Active Advent online activities</li> <li>Coaching &amp; training with Woking Hockey Club – Yrs 5 &amp; 6 x 2 terms.</li> <li>Subsidised Dance Woking before-school clubs x5 a week (2 or 3 terms?)</li> <li>Equipment for free after school clubs run by CTs eg KS1 ballet, KS2 ballet, cross country, badminton and netball.</li> <li>Purchase WASPS and 'Active Surrey' school membership which enables the children to enter a wide range of sporting events; providing transport when required.</li> <li>Real PE scheme licence</li> <li>Survey teachers and PP Manager for children who would benefit from after-school sports clubs but are not taking up the offer. To continue to target inactive children and those who lack opportunities outside school for extra sporting provision.</li> </ul>	<ul style="list-style-type: none"> <li>£97</li> <li>£3,500</li> <li>£2,500</li> <li>£400</li> <li>£950</li> <li>£500</li> </ul>	<ul style="list-style-type: none"> <li>Participation in after-school sports clubs good (245 spaces used Summer 22 and of these approx. 20% taken by PP children) with a wide range on offer – both free and paid for.</li> <li>Disadvantaged children accessing clubs &amp; parents know they can ask for help.</li> <li>Years 5 &amp; 6 are able to play in hockey matches and have developed their hockey skills.</li> </ul>	<ul style="list-style-type: none"> <li>Sports taster workshops/assemblies to encourage participation in clubs.</li> <li>Hire mobile pool for on-site lessons.</li> </ul>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 5%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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: £1,000	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"> <li>To create opportunities for all children to participate in competitive events within the academy trust and through other sporting bodies.</li> <li>To provide opportunities for children who don't often participate in sports and for talented children.</li> <li>To provide transport when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>transport</b> where necessary (fuel, vehicle maintenance &amp; wear &amp; tear) &amp; entry fees.</li> <li>Provide <b>certificates/medals, engrave trophies</b> and display cabinets.</li> <li><b>New/replacement team uniforms &amp; hoodies</b></li> </ul>	<ul style="list-style-type: none"> <li>£500</li> <li>£100</li> <li>£400</li> </ul>	<ul style="list-style-type: none"> <li>Children look smart and feel proud of new uniforms.</li> <li>The Beaufort Girls Year 4 and Year 5/6 football teams won the Woking FC Cardinals in the Community Schools Tournament in April and received two trophies.</li> <li>Took part in Year 5 games at local secondary as well as other local opportunities such as a hockey tournament.</li> </ul>	<ul style="list-style-type: none"> <li>New Swan events at Beaufort: girls football tournament; hockey festival; basketball &amp; netball matches etc. Heads to set dates. Ensure availability of competitive events through offering Beaufort as a venue and helping with transport.</li> </ul>



Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	