

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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2021/22 | £0 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19,400 |

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 2023.</p> <p>Please see note above</p> | 63% |
| <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> | 63% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 95% |
| <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 – contradicts us spending it on swimming for PE – see page 8.</p> <p>Have you used it in this way?</p> | 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.

| Academic Year: 2022/23 | | Total fund allocated: | Date Updated: July 2023 | |
|---|---|---|--|---|
| 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: |
| | | | | 24% £4590 |
| 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 opportunities for all pupils to achieve 2 hours of physical activity at school every week. | <p>Ensure the entire PE curriculum is well resourced to support high-quality delivery.</p> <p>Children to receive extra physical activity time during enrichment. This has been achieved through dance coaching, orienteering and football coaching</p> | <p>£150 PE curriculum equipment (tennis balls and skipping ropes)</p> <p>£1440 Dance coach</p> <p>£3000 Sport4schools football coaching</p> | <ul style="list-style-type: none"> Equipment has enabled maximum participation in all lessons using high-quality and age-appropriate equipment. Children have developed an understanding of how to improve in different physical activities and sports and learnt how to evaluate and recognise their own success. Children have enjoyed communicating, collaborating and competing Pupils have developed a positive attitude towards sport and physical activity whilst understanding the benefits of a healthy active lifestyle. | <ul style="list-style-type: none"> Continue to purchase resources when needed. Continue to provide staff with CPD to impact delivering of good/ outstanding PE lessons. |

| Key indicator 2: The profile of PESSPA (what does this mean? being raised across the school as a tool for whole school improvement) | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 0% |
| Inte nt | 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 give children the chance to be creative, expressive, co-operative and competitive, inside and outside of the classroom.</p> <p>Being regularly physically active can also help to ease anxiety, tension and stress and will result in improved attention in class</p> | <p>The school's values and the School Games values will be promoted across all areas of sport and PE with adults and the sport crew acting as role models and through celebration of positive examples demonstrated by pupils.</p> | 0 | <ul style="list-style-type: none"> Pupils have developed a range of physical skills as well as teamwork and personal skills such as resilience, self-belief and determination, which are beginning to be transferred to the classroom. Children have learned how to collaborate with others and embed our school games values into their learning within the classroom (e.g. resilience, teamwork, passion, honesty, self-belief and determination). Children leave Frimley with a broader range of knowledge of different sports, rules and skills, needed to progress their understanding further when they reach KS3. | <ul style="list-style-type: none"> Explore how active learning and activities can be used to support further enrichment opportunities. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--|--|---|
| | | | | 11% £2225 |
| 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>To place an even greater emphasis on embedding physical activity into the whole school curriculum to improve the physical and mental health of our children and staff.</p> <p>To aim to ensure that all children are taking part in 2 hours of physical activity a week to provide the foundation for a healthy lifestyle.</p> | <p>Ensure teachers have access to a bank of resources that supports planning and implementation of high quality PE.</p> <p>Teachers will have the opportunity to observe qualified professionals to support their own CPD and to ensure teaching is of PE is to the highest possible standard</p> <p>All pupils will take part in a dedicated PE session each week.</p> <p>All children will also undertake a term of swimming as part of their PE curriculum, delivered by a specialist teacher.</p> | <p>£2225 (gymnastics coach)</p> <p>Sports4Schools accounted for above.</p> <p>Tim was a volunteer.</p> | <ul style="list-style-type: none"> These resources have supported the delivery of a rich and varied curriculum with clear progressions and high-quality lessons. Following a staff confidence survey, these sessions were planned to support individual areas of development. Staff have been able to observe specialist providers and best practice at various points of a teaching sequence. Teaching notes and ideas for future lessons were provided enabling staff to then deliver subsequent lessons Swimming staff are able to feel confident to check pool safety measures to ensure maximum use and access of the pool for the children. Unfortunately not all year groups completed Swimming lessons as planned- this will be reviewed 2023/24. Cross curricular orienteering has ensured cross curricular | <ul style="list-style-type: none"> Continue to monitor staff confidence in delivery of PE throughout the school year, identifying strengths and areas for development- through observations and learning walks, paired-teaching and staff surveys. Purchase equipment where required to continue to support curriculum provision. Renew subscription of GetSet4PE resources to support planning and delivery of PE lessons. Continue to provide opportunities for current and new staff to learn and develop own CPD through observation of specialist providers. Review the swimming provision. |

| | | | <p>links are evident and will include physical activity.</p> <ul style="list-style-type: none"> This has allowed us to better organise both sheds so that equipment is easily accessible and plentiful. | |
|---|---|--|--|--|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 53% £10375 |
| 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>To offer children accessibility to a wide range of sports both through the curriculum and extra-curricular clubs, to engage all pupils and kick-start healthy, active lifestyles.</p> <p>To offer a broader range of activities and sports to all pupils, including SEND children and Pupil Premium, to increase participation levels and interest in physical activity.</p> | <p>Utilise external providers for extra-curricular provision in areas school staff are unable to provide.</p> <p>To provide children with a wide range of opportunities in Sport and Physical activity that they may not otherwise have access to.</p> <p>Sports Crew will be trained and utilised during lunchtimes to run fun, physical activities for the rest of the school.</p> <p>A broad range of extra-curricular clubs will be provided throughout the year by school staff and external providers, including less accessible sports that children may not otherwise have the opportunity to take part in.</p> | <p>£5900 – Complete Coaching</p> <p>£185 Sports Crew training</p> <p>£1990 Inspire Girls Football</p> <p>£1440 LDA dance</p> | <ul style="list-style-type: none"> Pupils have developed a positive attitude towards sport and physical activity whilst understanding the benefits of a healthy active lifestyle. Engagement in clubs over the year has been (as of July 2023) Y3 - 59% Y4 - 82% Y5 - 81% Y6 - 72% whole school - 73% SEND - 89% Sports Crew have supported staff and children in leading and running activities through their training, such as team building, intra-house tournaments and Sports day with the infant schools. | <ul style="list-style-type: none"> Review current extra-curricular provision and identify if/where opportunities are lacking. Train staff in relevant areas including LSA's leading extra-curricular clubs to ensure high-standard provision. Continue to monitor use of all sporting clubs and children's involvement in fixtures/activities. Utilise pupil voice to identify areas of interest not currently provided for and provide such opportunities where appropriate. Provide lunchtime targeted games to |

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|--|--|--|--|--|
| | <p>Through the use of a participation tracker, those identified as least active will be invited to join tailored clubs and a variety of 'inspire' events through by Active Surrey, that aim to motivate and inspire them to continued engagement in physical activity and sport.</p> <p>Junior Dukes Celebration</p> | <p>£860</p> <p>Quays trip – outdoor activities</p> | | <p>increase physical activity during lunch time.</p> |
|--|--|--|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 0% |
| 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>To rebuild the profile of competitive sport in schools after the COVID 19 pandemic.</p> <p>To provide a clear competition pathway that enables all pupils to participate in competition with opportunities for all, regardless of ability.</p> | <p>As part of the PE curriculum, all pupils will participate in an inter-house tournament each half term as part of our curriculum provision.</p> <p>Inter-school competition opportunities will be available throughout the school journey through the Surrey Heath Primary Schools' Sports Association.</p> <p>Extra-curricular clubs and identification of talent from teachers will provide a pathway for pupils to participate in inter-school competition.</p> | 0 | <ul style="list-style-type: none"> All children took part in sports day which was inter-house, due to this and termly enrichment days there is a feeling of belonging in house teams Engagement in inter-schools competitions over the academic year has been: Y3 - 20% Y4 - 24% Y5 - 48% Y6 - 49% whole school - 35% (126 children) Engagement in extra- curriculum clubs over the year has been (as of July 2023) Y3 - 59% Y4 - 82% Y5 - 81% Y6 - 72% whole school - 73% SEND - 89% | <ul style="list-style-type: none"> Train staff in relevant areas to ensure that PE provision supports routes to competition. Monitor use of all sporting clubs and children's involvement in fixtures/activities. Explore further opportunities for participation in level 2 competition (inter-school) for year 3 and 4 pupils. Provide more house competitions in school to support competition route for all children. Continue to Active Surrey inspire and aspire events as well as higher level competitions so as many children as possible have the opportunity to represent the school in competition. |

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| Signed off by | |
| Head Teacher: | <i>CWright</i> |
| Date: | <i>14.9.23</i> |
| Subject Leader: | <i>RFarage</i> |
| Date: | <i>14.9.23</i> |
| Governor: | <i>SBullen</i> |
| Date: | <i>14.9.23</i> |