



Primary PE and Sport
Premium Plan and
Evidence of Impact



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Achieved Bronze School Games award Achieved Quality Start KS1 bronze award Implementation of Sports Crew – to develop pupil leadership that supports sport and physical activity within the school Subsidised after-school club sports provision to reduce the cost and allow ALL groups of learners to attend Purchased REAL PE scheme so there is consistency in the school. Staff feel more confident and children are more engaged in learning.</p>	<p>To increase confidence, knowledge and skills of all staff in teaching PE and sport To monitor and assess using REAL PE across the school Increase the number of competitive sports that learners participate in at inter and intra levels. Continue to improve links within the local/wider community with regards to sports clubs and physical activity Allocate subject leadership time to PE lead to ensure quality assurance of PE and Sports provision To promote and raise the profile of PE and Sports To support wider outdoor learning</p>

Meeting national curriculum requirements for swimming and water safety (2019/2020)	Please complete all of the below:
<p>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 children may swim in another year please report on their attainment on leaving primary school.</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	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 students today and for the future.

Academic Year: 2020/2021		Total fund allocated: £17350		Date Updated: June 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					18%
School focus with clarity on intended impact on learners :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Sports Crew	Collaborate with Mid Sussex Active to train sports crew (Year 5)	£180 Spring term	Pupil voice will show that more learners are engaged in active play. Sports crew will monitor uptake and report to PE lead.	Pupils will share their experiences with others and encourage engagement from younger pupils	
Greater participation in after-school sports provision	Increase range of links within the local and wider community. This will allow learners to experience new sports and activities that they can then continue in their own time. Subsidise where possible to ensure affordable for all families. Pupil voice for clubs the children would like to see at Annecy.	£1000 (subsidising activities for ALL groups of learners that might not otherwise access the provision)	Greater attendance and participate in after-school sports provision Greater levels of physical and mental health – improved concentration within the classroom From PEST Survey will see an increase of children attending clubs and identify children that we can support and subsidise.	To start from January depending on COVID restrictions	
Invest in sports equipment to engage pupils in sports they may not have had an opportunity to experience	Purchase variety of equipment to improve variety of extra-curricular activities	£2000	Greater variety of clubs on offer. Pupils interested in pursuing clubs outside of school, in the local and wider community	Greater participation in offer provided in school coupled with contacts from local clubs such as rugby, hockey, tennis etc	

To create a specific area on the KS2 playground to encourage sports at break and lunchtime.	Research barrier systems	TBC	Greater engagement in sports during break and lunchtime Safer environment in which to play sports which will reduce accidents to players and bystanders alike Pupil voice shows greater enjoyment in sports during breaktimes and less disagreements – general positive feel to sports	Barrier system will provide a specific sports area on the playground for years to come. Next steps, research and source barrier system
Key indicator 2: The profile of Physical Education, School Sport and Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation: 14%
School focus with clarity on intended impact on learners:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Learners want to increase their engagement in sports Profile of PESSPA raised across the school – learners can see progression of skills Learners understand that participation in PESSPA is a life-long journey	Children to share sports achievements from inside and outside of school and they will be celebrated in a school newsletters/display/assembly. Leadership and volunteering aspect of Sports Crew will raise the profile of PESSPA. Display board used to show progression and variety of skills across the school from EYFS to KS2. Modelled by staff across the school – achievement of staff also celebrated. Newsletter to set family challenges to encourage a healthy and active lifestyle. To encourage walk, scoot and bike to school days	£0 Supply cost to free up PE lead 6 days - £1200 Pupil voice carried out half-termly – 6 days - £1200	Greater participation in sports and physical activity inside and outside of school. Greater variety in the type of sports and activities learners engage in. Pupil voice to feedback views of Sports and PE in the school. Children will be more active and have improved mental health. They will experience staff and families being good role models and contribute this lifestyle themselves. Families will	Spring term. Challenges monthly.

	and have a shelter for storage to support this.		regularly use the shelter for storage.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				32%
School focus with clarity on intended impact on learners:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
High quality PE lessons across the school from EYFS to KS2 Learners develop the knowledge and skills to allow them to access a range of sports and physical activities Assessment and progression in PE will be clear across the school.	Subject leader to support REAL PE training and use Creative Development staff for twilight sessions. CPD for staff (10 days) PE leadership time – to allow leadership and management of the subject (6 days)	£2394 for realPE 10 days supply cover for PE lead – £2000 PE lead time – half-termly – 6 days - £1200	Learners are able to articulate the knowledge and skills they have developed, appropriate to their age Learners are able to challenge themselves with progressive skills 100% of PE lessons will be good or better Staff feel confident using the scheme and know how to use the cog assessment tool. Children will be identified if they are not making progress and staff can support this.	Observations in Spring and Summer term to ensure consistency and support with CPD and training. Termly assess PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
School focus with clarity on intended impact on learners:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Learners are immersed in a variety of sporting activities – in particular those with links to the local community To offer Level 1 Forest School Training to all staff to support children with physical development	Continue to improve links within the local community – Seaford Town Rugby FC, gymnastics, dance, Premier football etc Children will take part in active learning through forest school	£1000 £3000 towards development of	Pupil voice shows that more learners are engaged in sports and physical activities outside of the school environment All staff will have a forest school ethos and be able to use the area	To book a day or twilight for staff to attend.

through outdoor activities.	activities. They will have improved PSHE skills through the forest school ethos.	forest school area and staff training	for cross curricular learning linked to physical education and a healthy lifestyle.	
To create a specific area on the KS2 playground to encourage sports at break and lunchtime.	Research barrier systems	TBC	Greater engagement in sports during break and lunchtime Safer environment in which to play sports which will reduce accidents to players and bystanders alike Pupil voice shows greater enjoyment in sports during breaktimes and less disagreements – general positive feel to sports	Barrier system will provide a specific sports area on the playground for years to come. Next steps, research and source barrier system
To consider an undercover learning area so children can take part in outdoor physical activities all year in and in all weathers.	Staff will be able to teach all subjects outside allowing all children to be more physically active.	TBC	Children will have a positive attitude towards learning and improved physical development.	Quotes for outdoor learning shelter.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
School focus with clarity on intended impact on learners:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop leadership, sportsmanship and a healthy, competitive nature	Purchase equipment to enable ALL learners to participate in activities Make links within the local and wider community to encouragement engagement in competitive activities. Organise transportation if	£1000	School is participating in events and representing the school well Children feel proud of their achievements. Families have a positive attitude towards PE and a healthy lifestyle and are keen to support the	To set dates in the diary for bubble competitions or multi skill events.

	<p>necessary</p> <p>Set challenges on the newsletter for children to compete against each other.</p> <p>Arrange inter sport competitions in bubbles with the hope for intra sports competitions in the spring term.</p>		<p>school with the monthly challenges.</p>	
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