

# 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](http://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.

£11,603 received in October 2022.

£8,500 expected in April 2023

***This document will report on the spending and proposed spending since September 2022 to July 2023.***

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <b>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</b>	
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 2021. Please see note above	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	80%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	85%
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?	Yes/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: <b>Correct as of February 2023</b>	
<b>Key indicator 1:</b> 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:
					%
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:
<ol style="list-style-type: none"> <li>To continue to improve the provision for children being active at break times and lunchtimes to ensure that all children are active for one hour a day.</li> <li>Promote the benefits of being physically active and ensure that children understand the consequences of a sedentary lifestyle.</li> </ol>	<ul style="list-style-type: none"> <li>To set up a Sports Leader program at Tollgate which will see Year 6 children running events for their peers on the playground at break and lunch times.</li> <li>To ensure that both the science and PSHE curriculum deliver these key messages without too much overlap and that the staff are confident in their understanding of</li> </ul>		£	<ul style="list-style-type: none"> <li>Percentage of pupils who are active at these times will increase. Pupil voice and record of involvement will provide relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>Once the Sports Leader program is up and running, Sports Leaders will actively encourage other pupils through raising the profile of active play.</li> <li>Lunchtime and support staff will be able to support the Sports Leaders in their roles and further develop the</li> </ul>

	<p>promoting a healthy lifestyle for body and brain.</p> <ul style="list-style-type: none"> <li>Active Learning subscription to continue (we have a three year membership with them) – PE Lead to log the usage of this vital resource and ensure that all year groups are having the opportunity to learn in an active way across the breadth of the curriculum.</li> </ul>			programme alongside the PE Lead.
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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: %
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
1. Ensure that sufficient equipment is available to support the teaching of the PE curriculum.	<ul style="list-style-type: none"> <li>Audit of PE equipment and staff voice regarding what they feel would enhance their delivery further.</li> </ul>	£	<ul style="list-style-type: none"> <li>Evidence will come in the form of lesson observations, staff and pupil voice about the</li> </ul>
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Continue to audit and ensure adequate resources are available for all staff</li> </ul>

<p>2. To raise the profile of PE across the school.</p>	<ul style="list-style-type: none"> <li>For 2022, Tollgate decided to provide the children with a paid for PE kit which include: a pair of shorts, a logoed t-shirt and a logoed PE hoody.</li> </ul>	<p>£387.25 (additional items purchased)</p>	<p>standard of delivery of PE curriculum.</p> <ul style="list-style-type: none"> <li>Children will have more pride in their appearance and know that our performance in PE lessons is just as important as our performance in the academic, less practical subjects.</li> </ul>	<p>and children.</p> <p>The aim will be for the PE kit to be an essential part of the Tollgate uniform when Year 3s join us – the expectation will be that the parents purchase these items alongside the rest of our uniform. The introduction of this kit should leave a long lasting legacy about our enthusiasm and high standards set for and in PE.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>

<p>1. Increased Staff confidence</p> <p>2. The teaching of PE to be consistently high across the school</p> <p>3. Progress of <u>all</u> pupils to be good in this subject – emphasis on monitoring</p>	<ul style="list-style-type: none"> <li>• <b>Employment of a Sports Coach</b> - Sports coach to support all teachers with their planning and teaching of PE. Team teaching will be evident termly, based on the needs of individual teachers e.g. a year six teacher may wish to be supported with their delivery of the teaching of defensive skills in invasion games. You will see the teacher working closely with the sports coach in these sessions and then implementing what they have learnt independently later in the term. PE Lead to coordinate this CPD and keep record of observations made</li> <li>• <b>Subscription to The PE Hub</b> - All staff to be teaching their indoor lessons from The PE Hub scheme. Coverage document held by PE Lead. This way we ensure that all skills are taught in a progressive manner and children are experiencing breadth in this subject.</li> <li>• <b>Subscription to Teach Active</b>- Teach Active was purchased by the school in the previous academic year to help with the post-pandemic areas of concern which included limited concentration and poor levels of activity in children across the school. We have decided to subscribe for a further three years as it provides staff with opportunities to move learning the learning of key maths and English skills out of the classroom, or at least out of the chair.</li> </ul>	<p>££ Due to GDPR, the school hold this info for access on request.</p> <p>£350</p>	<ul style="list-style-type: none"> <li>• Opportunities for staff to receive immediate feedback from a specialist.</li> <li>• Sports Coach also working in the school to provide after school sporting clubs for the children.</li> <li>• Increased confidence in staff to feel they can offer sporting clubs themselves.</li> <li>• Staff survey shows that staff feel more confident in their delivery of PE, both in indoor and outdoor lessons.</li> <li>• Observations made and evidence collected by PE Lead shows that the teaching of PE across the school is considered good.</li> <li>• Concentration levels in</li> </ul>	<ul style="list-style-type: none"> <li>• A continued emphasis on team teaching and training up any new staff who join the school.</li> <li>• Sports Coach to continue providing PE Lead with feedback about confidence levels of staff.</li> <li>• Further CPD opportunities to be shared with staff as and when they arise.</li> </ul>
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			<p>lessons have improved – noted by all members of staff. Observations made by PE Lead and Sports Coach identify links being made across the curriculum.</p>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:

Intent	Implementation	Impact	Sustainability and suggested next steps:
<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>1. To offer experienced based learning: a wider range of problem solving tasks and physical tasks which challenge the children both physically and mentally</p>	<ul style="list-style-type: none"> <li>This year we will partially fund two day trips to one of our local activity centres: Blackland Farm, East Grinstead.</li> </ul>	<p>Contribution to Blackland Farm Days TBC</p>	<ul style="list-style-type: none"> <li>The problem solving activities which are run on these days, will give staff ideas for their own OAA sessions back at school. It will provide children who sometimes struggle academically the opportunity to feel proud of their skills in the outdoors. The sessions</li> <li>Feedback from staff will filter through so that planning in school can be updated and individual successes can be celebrated. These days may also provide further opportunity for CPD in OAA for staff who</li> </ul>



	<p>swimming abilities and being a coastal school, we feel it even more important.</p>		<p>additional course of lessons, our target will be for &gt;95% of this cohort to be proficient in the pool by the time they leave year 6 in 2024.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
1. Provide more opportunities for children across the key stage to participate in inter-school competitions, off site.	<ul style="list-style-type: none"> <li>School will subscribe to Eastbourne Schools Physical Education Association (ESPEA) and the sub association which will concentrate on the organisation of the Football League.</li> <li>Further build links with local primary schools to enhance the opportunity for children to take part in friendlies as a stepping stone to competitive involvement.</li> <li>Further build links with local secondary schools (Cavandish, Ratton and Gildredge in particular) to</li> </ul>	<p>£150 for ESPEA membership</p> <p>£175 for transport to Saffrons</p> <p>£ - medals and stickers for sports day</p>	<ul style="list-style-type: none"> <li>Extra-curricular PE lead to keep log of our off attendance at site competitions and PE lead to evidence intra-school competitions – available on request.</li> <li>Match reports to be shared during celebration assemblies and on the PE display board in the year 6 corridor as well as on the school newsletter show our involvement and presence within town competitions and at pathway events further afield.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that our presence within inter-school competition in the town increases each year.</li> <li>To aim for more children progressing further in the South East pathway events run by Liz Price</li> </ul>

<p>2. Consider the use of inter-year group competition to run alongside curricular PE as a way of involving all children in a competitive game at some point during their time at Tollgate.</p>	<p>support with transport and equipment – this will enhance provision.</p> <ul style="list-style-type: none"> <li>• Actions will include identifying points in the year whereby year groups can compete against each other and within year groups e.g. Term 1 both year 5 and 6 will be concentrating on skills in the game of hockey and therefore a small tournament could be set up at lunch time at the end of this unit of work.</li> <li>• Ensure that we keep up our high standard of sports day delivery. All children will compete to earn points for their class. Medals and</li> </ul>			
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	stickers will be supplied in order to recognise achievements.			
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Signed off by	
Head Teacher:	Stephen Dennis
Date:	September 2022
Subject Leader:	Abby Wood
Date:	September 2022
Governor:	
Date:	