

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

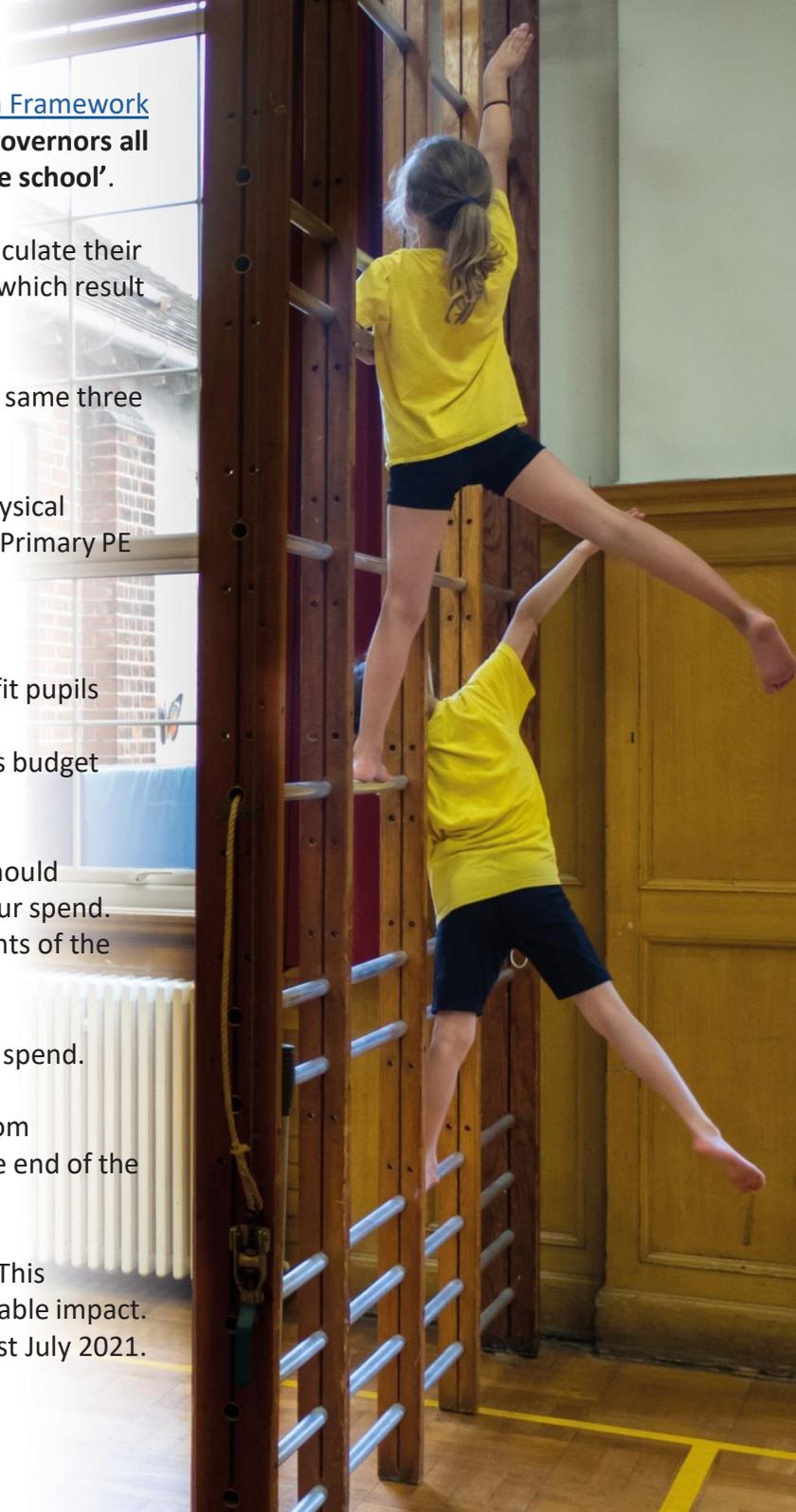
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31<sup>st</sup> July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020/21 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Continued participation in a local sports partnership, including the participation in a number of fixtures including – girl’s football and boy’s football.</li> <li>Additional provision provided by high quality, qualified external coaches during some after school sports sessions.</li> <li>Continued support for, organisation around and developing the use of diverse lunchtime activities through the resourcing of new equipment.</li> <li>Continued development of a curriculum intent, progression maps and schedules of provision in each year group to allow the smooth progression of skills.</li> <li>Introduction of music and movement and dance through the procurement of PA system; also allowed for afterschool dances.</li> <li>Fixtures now possible on site after we bought professional goal nets to be used for football and hockey.</li> <li>Utilised extra sports teacher to teach simple invasion games and sports to build wellbeing within Year 2</li> </ul>	<ul style="list-style-type: none"> <li>A focus on the continuous professional development of all colleagues with a key focus on supporting the development of confidence in teaching across the PE curriculum for all teaching staff.</li> <li>Within the school community support the development and recognition of sport and physical activity as a key component in the wellbeing and the mental as well as physical health of pupils, staff and parents.</li> <li>Work with other local schools and the local authority to support parents and pupils to increase active travel to and from school – i.e. cycling, walking, running, scooting, skating, etc.</li> <li>Develop the provision of before and after school sports clubs – link with other local schools may be necessary.</li> <li>To continue to consider ways that activity in the classroom and active play can be used across the curriculum to stimulate learning, support wellbeing and improve outcomes – heat map, interactive learning programmes and model lessons. This may require the purchasing of memberships and other equipment.</li> <li>Continue to maintain and develop additional contacts with local sporting charities, clubs and groups to encourage participation outside of school.</li> <li>Introduce Dance as a curriculum area within Sport.</li> </ul>

Did you carry forward an underspend from 2020/21 academic year into the next academic year? Yes

**Total amount carried forward from 2020/2021      £3967**  
**+ Total amount for this academic year 2021/2022    £17,829**  
**= Total to be spent by 31st July 2022                    £21,796**

<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 transfer to the pool when school swimming restarts.</p> <p><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></p>	<p>Due to Swimming Pools being closed and therefore access to swimming for Year 6 being restricted, we are unable to ascertain and assess the swimming capabilities of current year 6.</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><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.</p> <p>Please see note above.</p>	
<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>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	
<p>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?</p>	

## 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:</b> 2021/22		<b>Total fund allocated:</b> £21,796		<b>Date Updated:</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: 20%
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?:
Engage all children – particularly those that are less active, vulnerable and demotivated as well as supporting children with SEND – in an increased range of sporting and physically active games and activities on a daily basis.		Re-introduction and reinforcement of the daily mile – successfully introduced across KS2 with extra support needed in KS1 at break. This daily exercise allows all children to participate in prolonged (15 minutes of running or quick walking) physical activity every day.		£4,359	Many children are demonstrating a greater ability to run for longer without stopping – we will have seen some beneficial impacts in competitive sport – particularly indoor athletics.
Increase activity and participation during break and lunchtimes		Reform and reorganise lunchtime routines with the goal of getting more children active for a greater length of time in a wider range of sports and activities.			Less focus on traditional sports such as football see a greater level of activity across year groups with many children creating their own games and activities using equipment provided. We will also see a greater participation by marginalised groups (SEND, girls, etc).
					Breaktimes all begin with a daily mile of running and students are beginning to show the benefits in competitive sports meaning we become even more successful.  New equipment must be maintained appropriately – use of provided protective boxes and a new shed will ensure longevity of this equipment. Next steps to continue to cement the new routines – particularly the introduction of 4 square and year 6 buddies.

Introduce and encourage the use of active learning across the curriculum.	Investigation into active learning and of the use of physical activities in lesson time to support academic development and that of physical literacy – purchase of some equipment (beanbags, hoops, etc) primarily for use EYFS.		In the focus year (year 5) we see a greater enjoyment and immersion in learning linked to physical activity – particularly in maths, RE and English. Lessons are now regularly less static and more active.	These teaching skills will continue to be developed through modelling and discussion. The next step is for other year groups to participate in active learning
Provide opportunities for all children to be active during lessons and in throughout the school day.	Participation in walk to school surveys with the intention of examining pre and post school activity levels of children and how we can better support active travel to and from school.		By taking part in walk to school surveys we have a clearer idea of how children are travelling to school – this has and will change the way we support our pupils outside of school to ensure greater numbers are actively travelling.	Assessment of transport patterns and habits allow the school to understand challenges to active travel. The next steps therefore should include consideration of obstacles and how the school and local community can support greater participation in active travel.

<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:
	20%

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:
Raise the profile of sport and physical activity within the school and the wider community through clear communication and celebration.	Through the use of ping, the website, newsletters and assemblies the community will be informed about our plans and provision. Success will be celebrated both as a school and as individuals. PE and sporting information will displayed prominently in the school on the PE display board and trophy shelves.	£4359	Across year groups and within the wider school community there is a greater appreciation of the sporting and physical activities being undertaken by the school and pupils. This has seen a high level of participation in competitions, festivals and clubs both in and out of school.	By communicating and celebrating our sporting provision and successes clearly with parents, pupils and staff we can maintain a crucial sense of participation and involvement in sport. A possible next step could be to develop links in the community

<p>Introduce new sports and physical activities across year groups and support the development of a love for physical activity in all children.</p>	<p>Through the welcoming of professional coaches and athletes to the school we will increase awareness amongst the cohort of a wider range of sports.</p>		<p>By welcoming guests into the school who have achieved great heights in their sports we will inspire many children to take up or try out new sports as well as continuing to develop their passion in other sports and activities.</p>	<p>to increase pre and post school club provision.</p> <p>Visits by successful athletes are excellent but enthusiasm can often wane over time so a next step could involve competitions in their given sport within the school as well as possibly writing letters or producing videos to maintain communication and enthusiasm for this sports star.</p>
	<p>By working with partnerships we build capacity to use several expert external coaches who introduce our pupils to a wide range of sports, games and physical activities including dance and cricket.</p>		<p>By providing our pupils with access to high level coaching in a wide range of sports we see a high uptake in sporting activity outside of school and evidence of a wider range of activities taking place during break and lunchtimes.</p>	<p>Continued participation in partnerships are very valuable to the school. The next steps are to ensure that any equipment or resources which could support the independent application of the taught skills are available for teachers and pupils.</p>
<p>Encourage participation and leadership from pupils, staff and governors in supporting the development of the PE curriculum and enabling a continued improvement in PE provision.</p>	<p>Appointment of sports captains and a new governor with responsibility for PE will support the further development of the PE curriculum and through participation in meetings, assemblies and after school clubs has helped raise the profile of sport within the school community.</p>		<p>Through consultation with governors and pupils we have developed a new curriculum intent and progression maps. The participation of our sports captains in the daily mile and in after school clubs with KS1 children has helped to support the development of interest in sport and physical activity across the school, particularly in KS1.</p>	<p>Reappointment of sports captains next year as well as continued meetings with governors can maintain this network. Next step could be to consider how sports captains can be utilised to support the vulnerable and inactive to participate in sport during lunchtimes and breaks. Potential roles for Sports Leaders in other schools</p>

				(Secondaries) to lead within OLOL.
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
20%

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>Identify and address areas of uncertainty, low confidence or poor subject knowledge within the teaching staff.</p> <p>Support continued development of all teaching staff with the intent of ensuring all PE lessons are of a good quality.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Through staff and partnership meetings gymnastics is identified as a key area in need of improvement. Our partnership needs to support this aspect of provision</p> <p>Those class teachers who have received the support of external coaches have the opportunity to observe and support these coaches with the intention that this will support their own practice.</p>	<p>Funding allocated:</p> <p>£4359</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Through discussion with colleagues the partnership lead offers support in planning, leading and resourcing lessons particularly focussing on gymnastics. Many of the techniques used were recommended as part of the inset training.</p> <p>All class teachers observed the work of external coaches.</p> <p>Reiteration of some of the basics of gymnastics has accomplished this year. Next steps include ensuring that all those that would benefit from extra training and insets are encouraged to attend.</p> <p>This opportunity for training, participation and observation will support the practice of those staff involved moving forward. Next steps include ensuring that all those who missed this opportunity this academic year are offered it next year.</p>

<p>Subject leader to develop key areas of responsibility through training, meetings and research.</p> <p>Provide all staff with planning and resource support within the framework of our new curriculum intent and progression maps.</p>	<p>Subject leader will attend training focussed on First in PE to ensure the development of a safe and inclusive curriculum. They will have also taken part in partnership and city wide meetings focussing on provision, competition and resourcing.</p> <p>All staff will have been provided with planning resources through the Anton Junior website and have been signposted to other planning documents located in the school.</p>		<p>Changes have been made to trip and competition plans in response to this training and some safety protocols have re-examined. Discussion of reporting and city wide or national initiatives have informed training, planning and resourcing.</p> <p>Staff have had the opportunity to examine, borrow from and use a range of high quality planning materials – Anton Junior, Val Sabin. These resources will remain available within the school. This has allowed a more clear progression in each year group with well supported and coherent lesson plans.</p>	<p>The safety considerations that have been made will help to support the continued development of our PE and sports provision in a safe and productive manner. Next steps include the consideration of how training opportunities can be best taken advantage of to benefit all pupils.</p> <p>This should be very sustainable as all staff have access to these resources within school and they can be used and adapted as and when necessary. Next steps include ensuring that signposting these resources becomes common and is part of induction of new staff.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 20%</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>Ensure that through our PE curriculum we are offering a broad and balanced curriculum focussing on key skills.</p>	<p>By reconsidering our PE intent and curriculum map again this year we hope to ensure that our pupils develop strong core skills which can be adapted and developed across a range of sports and physical activities. This will be supported by the broad range of festivals and competitions offered by our partnerships.</p>	<p>£4359</p>	<p>By developing a new curriculum intent and progression map all children's physical education learning is now linked up across year groups and phases with a clear progression of skills for all children.</p>	<p>This progress is sustainable as long as the curriculum is kept up to date based on national changes and developments and as long as new staff members are inducted into the scheme. The next steps could include a staff meeting on this subject.</p>
<p>Developing the use of break and lunchtimes to provide children with an additional opportunity to access different sports and activities.</p>	<p>By developing our lunchtime provision through the introduction of new sports and games as well as the purchasing of new high quality equipment children will have been exposed to and have the opportunity to take part in new and unusual sports – foursquare, rebounders, etc.</p>		<p>Lunchtime has changed dramatically as a result of the development of our provision. Many children are playing new games, and taking part in group activities that previously may have been marginalised or inactive. The sports that are being played are more inclusive and more skill based than those previously played.</p>	<p>New equipment and routines need to be maintained, with equipment stored properly and repaired where necessary. This will probably be impacted by the recovery from coronavirus. Will require new members of staff to be clear of expectations, roles and rules. Next steps to develop a greater use of year 6 buddies during lunchtimes.</p>
<p>Through a development of after school club options the school will support as many children as possible to access additional provision in a large number of sports and activities.</p>	<p>Pre and post school club offerings are being developed overtime. The continuation of KS1 and KS2 multi-sports clubs with the addition of a mixed KS2 football club and the planned introduction of a girls KS2 football club.</p>		<p>The increase in after school provision has helped support a number of children to develop key skills in new areas and has led more than one child to join additional sports clubs outside of school taking their passion and interest to the next level.</p>	<p>After school football clubs will be impacted by changes in staffing. The next step for the school is to continue to develop links with after school clubs – run by staff or external groups, organisations or people.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
Encourage and support a greater number of pupils to take part in competitive sport both in and out of school.	Throughout the year the school will take part in several competitions but in addition, will seek support from other organisations including Albion in the Community and the local authority.	£4359	The school has taken part in tournaments and festivals including girl's football, mixed football, indoor cricket, quick sticks hockey, indoor athletics, badminton, rugby and cross country with several other events.	The school continues to take part in a partnership of sport with other schools, which facilities and organises a great deal of competitive and non-competitive sporting events throughout the year. Subject lead will continue to research and look out for additional city and county wide competitions – Albion in the Community, Small School League, etc. Next steps – inviting other school to compete against OLOL on site – Netball/hockey are feasible.
Provide all children with opportunity to compete against children of a like ability in a safe, controlled space.	Through well structured, taught and resourced PE lessons children will be introduced to a competitive element without this damaging the enjoyment pupil's gain from physical education. The school specialist PE teacher – Simon Hoad – exemplifies this.		By introducing elements of competition appropriately we have seen several children's competitiveness and resilience increasing. In KS2 we also see an increase in support for peers particularly when part of a team in a competitive environment.	By supporting teaching staff through exemplar lessons and coaching support as well as retaining the services of Simon Hoad this is a sustainable development. Next steps include encouraging teaching staff to include some element of competition in most PE

<p>Continue links with external clubs, groups and organisations to support the participation of our pupils in competition outside of school.</p>	<p>The school has continued to work with external organisations, clubs and groups including Brighton and Hove Albion, Rottingdean Cricket club and Longhill Sports Centre.</p>		<p>A very high number of children across the school take part in external sports clubs and competitions in sports as diverse as football, tennis, horse riding and snooker.</p>	<p>lessons (particularly higher up the school)</p> <p>Working with clubs and organisations is sustainable – however this may be affected by the co-vid outbreak. Next steps offer support, advice and facilities to local clubs/groups – Karate.</p>
<p>Encourage a culture of personal bests and self-development through sport and physical activity.</p>	<p>As part of the development of competitive sport within the school children will have been challenged to maintain a record with the intention of beating their personal best.</p>		<p>By encouraging a self-competitive element in the daily mile we have seen several children build up resilience and determination to better their previous results. This means that these children are less directly competitive with other children and instead look to self-improvement.</p>	<p>This is a very sustainable achievement – by supporting children to identify their own records as the competition and by supporting them to believe them beatable we open up the possibility of sustained development of skills and proficiency. Next step – introduce self-competition in most PE lessons.</p>

Signed off by	
Head Teacher:	Paul Barber
Date:	8.7.2021
Subject Leader:	Karina Golawska
Date:	8.7.2021
Governor:	

Date:	
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