

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Reviewed July 2022



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.

|   |          |
|---|----------|
| Total amount carried over from 2019/20  | £ 0      |
| Total amount allocated for 2020/21  | £ 17,750 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £ 8,632  |
| Total amount allocated for 2021/22  | £ 17,750 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 26,382 |

## 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><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>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>  | 77%    |
| <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>  | 77%    |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 77%    |
| <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>   | 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: 2020/21   | Total fund allocated:   | Date Updated:      |   |  |
|--|---|--------------------|---|--|
| <b>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</b> |   |                    | Percentage of total allocation:<br>50%  |  |
| 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:   |
| Ensure the standard of play and engagement of all pupils during break and lunch times remains high by maintaining the use a lunch/play coordinator (KT)  | <p>Ensure play equipment is well-resourced and maintained, that there is plenty of allocation for all classes across the school and order new equipment as needed.</p> <p>Monitor use of the climbing wall to gauge how many children are accessing it and how they find this resources. KH to gain feedback from pupils.</p> | £250               | <p>MMS conferenced Young Governors to explore how children feel about play/lunchtimes. Young Governors spoke with their classes and fed back. They reported that children enjoy playtimes very much and would like other sports going on, as well as tournaments.</p> <p>This was then arranged so that our Year 6 Sports Leaders were running clubs such as netball, tennis, football, dance and organised tournaments. The younger children enjoyed this opportunity and the older children enjoyed the responsibility. This will continue in the next academic year.</p> | <p>Being vigilant as to what equipment needs replacing will ensure all children have access to high quality equipment which will help them to participate in sustained play every day.</p> <p>Maintaining to track and keeping it safe and accessible for all will ensure its use for the current cohort of children, as well as future generations.</p> <p>The climbing wall is multi-purpose and can be used for cross-curricular learning. Ensuring its sustainability will allow for whole</p> |

|   |   |                           |  |   |
|---|---|---------------------------|--|---|
| <p>All children to take part in at least 30 minutes of daily physical activity by providing a way for children to access sports clubs and complete the daily mile.</p> <p>To provide safe and all-weather surfaces and playing areas.</p>                 | <p>Maintenance of the track is needed to ensure all children can be safe when accessing the daily mile. Look into addressing the top layer of the track to see if we can improve it.</p> <p>Maintenance of equipment to ensure health and safety and constant access; whilst sufficient high quality equipment is available to all pupils.</p> <p>Invest in resurfacing of Active Mile track and ensure playing fields are useable all year around.</p> | <p>£6000</p> <p>£1750</p> | <p>Class provide STAR (<b>S</b>top, <b>T</b>ake <b>A</b> break and <b>R</b>elax) time every day to focus on well-being – this can include time accessing the active mile track. Children enjoy this part of the day. Active Mile also been observed being effectively used to break up an afternoon of class based learning.</p> <p>The school has enquired about the cost of resurfacing the track – further work is needed to get an achievable quote.</p> | <p>classes to access it more regularly, as well as small groups and interventions</p> <p>The servicing of the hall equipment is sustainable whilst PESSPA funding is available.</p>   |
| <p>After school clubs to be offered and for the school to cover the cost of all disadvantaged pupils so they may attend.</p>  | <p>Emails to parents to offer after school clubs, ensuring they are as Covid-19 safe as they can be. Ensure parents of disadvantaged children are aware that the school will cover the cost. Clubs will include – Rugby Tots, Gym, Dance, Football</p>  | <p>£850</p>               | <p>Autumn Term – <b>56 children</b> (inc 5 PP children) (27%) taking part across 3 clubs.</p> <p>Spring Term – <b>80 children</b> (inc 4 PP children) (39%) taking part across 5 clubs.</p> <p>Summer Term - <b>86 children</b> (inc 3 PP children) (41%) taking part across 4 clubs.</p>  | <p>After school clubs work well to promote an active lifestyle. Disadvantaged children in the school may not have as many opportunities as others. We want that to not be the case. Funding these spaces will remain sustained and a priority to allow children to participate in a range of clubs and remain active.</p> |
| <p>Woodland learning continues to be offered to all children to continue to promote teamwork, collaboration, resilience, risk-taking and develop physical skills that cannot be taught within the classroom e.g. fire-building, whittling and sawing.</p> | <p>KD – continuing sessions – every week for EYFS and two half term for years 1-6.</p> <p>Trees and woodland to be maintained to ensure safety for all.</p>   | <p>£4575</p>              | <p>Governors carried out monitoring – capturing pupil voice about Woodland Learning – this evidences the enthusiasm the children have for woodland learning as well as the skills and knowledge they develop through this part of our curriculum.</p>  | <p>Maintaining woodland learning provides chn with the opportunity to develop skills as well as enhance their learning experiences at school. Sustainability of these depends on ensuring the woods are safe and staff are up-to-date in their training.</p>  |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                    |   | Percentage of total allocation:<br>2%   |
|---|---|--------------------|---|---|
| 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:  |
| Maintain the engagement of all children in physical activity throughout the school and implementing a range of activities including daily use of the running track, daily mindfulness, whole school physical fundraising events and free play times. Equipment to be purchased to update the existing resources and ensure that there are enough pieces of equipment for all. | KD & KH to implement a follow up sponsored Spring-time scramble. Children will continue to use the all-weather track every day to aid their physical and emotional well-being. Children will take part in daily mindfulness sessions to support them mentally and offering time for reflection and calm. Children will be encouraged to participate in whole school events with a physical and sporting focus. PE sports leader & specialist to find gaps in equipment and purchase as necessary – complete an audit. | £250               | PE Leader carried out monitoring – capturing pupil voice about PE – the children show a real enthusiasm for their PE lessons ( <i>“I like PE – running around with equipment and teaming up is fun. Being a part of a team is good because they can help you out. I like exercising but it’s also fun with your friends”</i> ) and the activities they take part in and show a good understanding of the benefits of sport and exercise ( <i>“So we can get fitter. So we can get healthier”</i> ; <i>“We’ve done basketball too. We have worked on our dribbling. Your hand needs to be like a claw”</i> .)<br><br>Spring Scramble was a successful outdoor sports fundraising event run by PEE lead and the PTA and raised an impressive £2916. | Sustainability of these aspects are managed by class teachers on a daily basis. Events organised for the school are managed by KH, KD and SLT. Parents are informed via the office. |
| Possible visit from an International Sports Star to raise the profile of certain sports across to school.   | KH to contact TSS – Team Superschools to find out more information re. cost and what’s involved.  | £350               | Unfortunately this did not take place.  |   |

|   |   |    |   |  |
|---|---|----|---|--|
| Celebration assembly every Friday to ensure whole school is aware of importance of PE and sport and to inform about competition involvement and successes - to help inspire further involvement from other children | Celebration assemblies to be used to share locality sports events results from competitions we have taken part in | £0 | Friday celebration assembly continues to be a favourite of children and staff alike. Our weekly newsletter documents the events we have taken part in and these are always shared in assembly. Children say they enjoy not only coming up in assembly themselves but also seeing their friends achieve successes as well. | Celebration assembly has been a long standing feature of our school week and will continue to be. All sporting achievements continue to be shared. |
|---|---|----|---|--|

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation: 34%

| 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:   |
| PE specialist teacher to implement planned and resourced PE sessions to increase the confidence, knowledge and skills of all staff.                         | PE specialist teacher to timetable time with each class for delivery of PE.<br>Class teachers to identify areas where they are less secure in their knowledge/confidence.<br>PE specialist to teach a model lesson for the class teachers to actively participate in.<br>Class teachers to teach follow up lessons engaging strategies and knowledge delivered by PE specialist with support. | £9,000             | This has been a real asset to the school. The children speak so positively about their PE lessons and recognise the importance of what the teacher does (e.g. <i>"Sometimes when we do PE outside it is really cold, so Mrs Davies does quick exercises and games to help warm us up. Warming is important for your muscles"</i> ).<br><br>Through her monitoring of the subject our PE leader notes "the impact Mrs Davies has on the children is clearly visible in their knowledge, understanding and experiences within the subject". | The sustainability of these sessions is vital to ensure that all staff at Rudgwick are confident and have the skills set to be able to teach PE effectively and consistently. Having the PE specialist as part of the team continues to promote PE not only for the teaching staff but for the children too. |

|   |   |                    | We will not have Mrs Davies for the 22-23 academic year but the CPD and support around planning means that legacy will continue.   |  |
|---|---|--------------------|--|--|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |                    |  | Percentage of total allocation:<br>11%   |
| <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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:   |
| Additional achievements:<br>Ensuring that all children have access to a physical curriculum.  | Children will continue to be provided with a balanced curriculum, one where physical activity is promoted and celebrated. | £0                 | The school has a well-planned and coherent PE curriculum that builds on previous learning. Through Woodland Learning and Y4, 5 and 6 residential journeys the children get ample opportunity for outdoor and adventurous learning as well as PE lessons.<br><br>In addition to this we have also had both cricket and football coaches attend to provide taster sessions with additional expertise. The impact of this can be seen in the review from one of the visiting cricket coaches who, seeing additional numbers at the local cricket club following their visit, wrote <i>"the result of the flyers, sessions &amp; the addition into the newsletter meant we had a record number of kids on Friday night (88) out training on the field"</i> . | Sustainability of the PE curriculum is maintained by the teachers and specialist PE teacher. Extensive planning both short and long term ensure coverage and progression of key physical skills. |

|   |  |              |  |  |
|---|--|--------------|--|--|
| <p>Keep up the links with the school locality scheme and use these to make sure the children take time to go out every day, as well as having opportunities to take part in inter or intra sports competitions.</p> | <p>Barry Meaney will continue to be in touch with the school offering specific coaching, remote learning ideas and competitions.</p>   | <p>£1858</p> |  | <p>The sustainability of school locality scheme means that the children at Rudgwick can meet, interact and compete with children from other local schools in a range of events. These events allow children to develop skills, compete in an organised way and be a part of the local community</p> <p>Providing this service provides the opportunity for all pupils, inc. disadvantaged pupils to participate in team games, have fun and explore a variety of skills. Sustainability of these depends on funding and costs.</p> |
| <p>To provide opportunity for all Year 6 children to access Bikeability in order to maintain safe and skilled on road cycling</p>   | <p>Provide Bikeability lessons through West Sussex for all Year 6 children</p>   | <p>£600</p>  |  | <p>Bikeability course to be booked in annually so all Year 6 children access this opportunity.</p>   |
| <p>For ALL Year 6 children to leave Rudgwick Primary School able to swim confidently and competently</p>  | <p>Use historical data and parent questionnaire to establish which children need to participate in top-up swimming lessons. Provide top-up swimming lessons for those that need it in the summer term of Y6.</p> | <p>£350</p>  | <p>The remaining 7 children that were not able to confidently swim at least 25m took part in top-up swimming lessons. They thoroughly enjoyed the experience and all of the children received a certificate to show they had improved in their competency in the water. Four of the children were able to swim 25m following the sessions.</p> | <p>Top Up swimming sessions to continue to be offered in the summer term to any children in Year 6 still not able to swim 25m.</p>   |
| <p>School clubs to take place to promote active lifestyle and teamwork.</p>   | <p>School clubs implemented to aid physical skills and well-being – rugby tots, gymnastics, football and street dance.</p>   |              | <p>Autumn Term – <b>56 children</b> (inc 5 PP children) (27%) taking part across 3 clubs.<br/> Spring Term – <b>80 children</b> (inc 4 PP children) (39%) taking part across 5 clubs.<br/> Summer Term - Summer Term - <b>86 children</b> (inc 3 PP children) (41%) taking part across 4 clubs.</p>  | <p>Clubs reviewed and arranged on a termly basis.</p>  |

| Key indicator 5: Increased participation in competitive sport  |  |                    |  | Percentage of total allocation:  |
|--|--|--------------------|--|--|
|  |  |                    |  | 3%   |
| 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:   |
| Use the school games activities and local sports academy membership to provide children with access to a range of competitive sporting events across several different sporting areas. | Engage in the local sports academy partnership.<br>Prepare and present teams to locality sports events, where children compete against up to 9 other locality schools across 10+ different sports. | £800               | Attendance at some sports events were hindered due to operating with our Covid Outbreak Management Plan for large parts of the year. However, some of the locality events we took part in included football, multi skills, Tag Rugby, Talented Athletes, Inclusion festival. | Maintaining strong links with the locality group of schools and other sports providers will allow us to continue to offer opportunities for children to take part in competitive sports. |

|                 |                   |
|-----------------|-------------------|
| Signed off by   |                   |
| Head Teacher:   | <i>Gerry Ryan</i> |
| Date:           | July 2022         |
| Subject Leader: | Kat Hutchings     |
| Date:           | July 2022         |
| Governor:       | David Buckley     |
| Date:           | July 2022         |