



The Oak Tree Federation

Laughton Community Primary School
Firle Church of England Primary School



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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

Please visit 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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 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 2020:	Areas for further improvement and baseline evidence of need:
<p>Children accessing Yoga to support with mental wellbeing</p> <p>Children having access to cooking and healthy lifestyle sessions</p> <p>Children having curriculum time to go on walks outside after lockdown.</p> <p>Woodland activities planned and sent home for children to do during lockdown.</p> <p>EYFS use of outdoor area for curriculum provision has led to increased physical activity.</p>	<p>Staff skills and subject knowledge</p> <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement – using PE across the curriculum e.g. in maths and English</p>

Key:

Firle *Laughton* both

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0

+ Total amount for this academic year 2020/2021 £7500

= Total to be spent by 31st July 2021 £7500

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0

+ Total amount for this academic year 2020/2021 £7500

= Total to be spent by 31st July 2021 £7500

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.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.	87.5% 75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87.5% 50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87.5% 50%
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?	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: £16910		Date Updated:15.7.2021	
Key indicator 1: The engagement of all 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:
<ul style="list-style-type: none">To continue increasing the profile of physical education, physical activity and school sport.	Audit staff needs and plan specific training from audit outcomes. Plan for directed sports in lunchtimes. TA to have time to plan and provide children with outdoor learning opportunities during lockdown.	£800 £800	Some directed sport at lunch time provided by MDSA's. School equipment used. Children completed outdoor learning during lockdown and sent in evidence to TA.		Subject lead to complete skills audit with staff.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
<ul style="list-style-type: none">Provide all students with two hours of Physical Education, school sport and physical activity per week additional of extra curriculum provision.	<ul style="list-style-type: none">Invite local sports clubs / people to lead assemblies or sessions with the children.Time needed for PE lead to liaise with sports groups	£2000 £2000	Local sports clubs - Not completed due to school closures and no ability to mix bubbles during Covid. Children in key stage 2 had subject lead assemblies focussing on sportsmanship and captaincy.		Children have a better understanding of being a good sportsman.

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Maintain a raised profile of PE/School Sport with staff, all pupils and parents within school and local community	<ul style="list-style-type: none"> Children to take part in weekly Yoga sessions Support children's emotional, physical and mental wellbeing resilience, relationships, self-care, self-worth and hope and optimism – teachers to use breathing strategies in class to support children's emotional wellbeing. 	£3000 £3800	Children in EYFS, Key stage one, lower key stage 2 an upper key stage 2 completed yoga sessions	Yoga has supported the children's mental wellbeing when returning to school. Children have been able to cope with the transition back to the classroom and have used breathing techniques and yoga techniques to support with this.
	<ul style="list-style-type: none"> Positive effect on children's mental wellbeing by being able to take part in maths and literacy actively outdoors. Introduce 'all weather' equipment in outdoor area including astro-turf 	£5000 £6000	Outdoor maths resources purchased for Key stage one classroom. Outdoor PE resources bought. Additional outdoor equipment bought for each bubble during lock down school.	Children have access to outdoor learning environment. Fencing means that children can play safely in the enclosed area. Similar use of the outdoor front area will be looked at for next academic year. Children have more opportunity to learn outdoors in core subjects impacting positively on their physical and mental health.
	<ul style="list-style-type: none"> Children to understand impact of a healthy diet. Children to take part in healthy cooking sessions Addition staff trained in food hygiene 	£500 £500 £100 £80	After school reopening, children took part in weekly or fortnightly cooking sessions that supported them with understanding what makes a healthy lifestyle.	Children enjoy cooking sessions and can identify the impact of a healthy diet. Subject lead to liaise with Chartwells to organise
	<ul style="list-style-type: none"> Time for PE lead to carry out planning scrutinies and work with staff to support PE planning. 	£2000 (not completed) £1000 (not completed)	Not completed due to school closures and no ability to mix bubbles during Covid.	To be completed next academic year.
	<ul style="list-style-type: none"> Additional TA at lunch times to provide children with games 	£800 £800	Children have access to games that are run and supported by a specific adult at lunch time	Children have the chance to learn how to play together in a more competitive format with adult support.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> To ensure that all staff have high quality professional competence throughout all areas of the PE curriculum. 	<ul style="list-style-type: none"> Work with new 5/6 teacher across federation to train teachers in delivering rugby. 	£1200 (not completed) £800 (not completed)	Not completed due to school closures and no ability to mix bubbles during Covid.	To be completed next academic year.
	<ul style="list-style-type: none"> Staff audit of skills in physical education 		Not completed due to Covid.	To be completed next academic year.
	<ul style="list-style-type: none"> Host PE staff meeting – use Active Sussex webinars to support staff CPD and raise profile of sport in school. Key Stage two staff to feel more confident when delivering cricket in the curriculum 		Not completed due to Covid.	To be completed next academic year.
	<ul style="list-style-type: none"> PE lead to support staff with progression of skills documents to support with planning Staff to know the difference between physical education, physical activity and school sport 		Staff provided termly with long term plan for PE to go alongside Premier Sport planning. VM plans PE across the school to ensure coverage of all key skills. Staff provided with progression of skills documents.	VM will continue to ensure coverage is met across the year. The yearly cycle will be available for all staff to access.
	<ul style="list-style-type: none"> Staff member lifeguard training 	£500	Not completed due to school closures and no ability to mix bubbles during Covid.	To be completed next academic year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	

			ct	
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: Engage at least 20% of pupils (5% for special schools/PRUs) in extracurricular sporting and physical activity every week	<ul style="list-style-type: none"> Children to take part in extra-curricular clubs 	Free – run by a parent	<p>Children in year 6 took part in running club to raise money for an end of year event.</p> <p>Premier Sport have run archery club and dodgeball club since the school has reopened. There has been good uptake of places in these clubs.</p>	<p>More clubs to be offered in September as there is now the desire for them amongst parents. Albion in the Community have set up a club to start in September.</p> <p>We will continue with Premier Sport clubs, there will be gymnastics and dodgeball offered. Yoga will also be offered as an after school club.</p>
	<ul style="list-style-type: none"> Year 6 trip to Adventure Park as leaver's trip. 	£320	Children taken to adventure park as leavers trip. Used to support children's wellbeing and mental health after a difficult year due to lockdowns and restrictions.	Year 6 children have the chance to say goodbye to friends.
	<ul style="list-style-type: none"> Children to learn basics of swimming before reaching the end of key stage 2. Provide catch up swimming for year groups who missed out due to COVID-19 	£3600 £3000	Swimming was cancelled this year due to lockdown. No availability left when children returned to school.	Swimming sessions to be booked in for year groups that have missed it due to Covid.
	<ul style="list-style-type: none"> Extend outdoor learning environment to make weather proof Children have access to outdoor space for physical and active learning in EYFS 	£5000 £2500	Outdoor learning environment extended and weather proofed in EYFS.	Children have access to outdoor learning environment. Fencing means that children can play safely in the enclosed area. Similar use of the outdoor front area will be looked at for next academic year. Children have more opportunity to learn outdoors in core subjects impacting positively on their physical and mental health.

	<ul style="list-style-type: none"> • Specialist cricket coach to take key stage two sessions. • Children to be introduced to cricket and opportunities in the local area. 	Free – completed in school by Sussex Cricket	Children in key stage 2 completed most of the cricket sessions however a couple were cancelled due to school closures. Information about local cricket club and competitions are disseminated across the school.	<i>There has been uptake in participation at the local cricket club.</i>
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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:
<ul style="list-style-type: none"> Children to have the opportunity to take part in competitive sports. 	<ul style="list-style-type: none"> Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition. 	£2000 (not completed) £2000 (not completed)	Not completed due to Covid and staffing to organise teams.	Children have a great love of competitive sport, the school will continue to participate in competitive sport next year.
	<ul style="list-style-type: none"> Children in upper key stage two to take part in Virtual Competitions throughout the year 		Not completed due to Covid and staffing to organise teams.	
	<ul style="list-style-type: none"> Subject lead time to organise external competitive events 	£800 (not completed) £800 (not completed)	No competitions completed externally due to Covid Children took part in school sports day – year 6 children ran event.	Children will get more opportunity to take part in competitive sport in next academic year. Children enjoyed having the opportunity to run and organise and competitive event. Children enjoyed taking part in the event despite only having two bubbles open.

Signed off by	
Head Teacher:	Rachel West
Date:	15.07.2021
Subject Leader:	Victoria Mandy
Date:	15.07.2021
Governor:	

Created by:



Supported by:



Date:	
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