

Evidencing the impact of the Primary PE and sport premium

September 2021 –
August 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 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	£6,310
Total amount allocated for 2020/21	£19,090
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,016
Total amount allocated for 2021/22	£19,050
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30,066

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>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</p>	<p>Water safety and safe self rescue techniques have been taught during PSHE lessons and again during a trip to the Adur Activity Centre.</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>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 2020.</p> <p>Please see note above</p>	<p>Not applicable due to National COVID19 outbreak and school closures</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>Not applicable due to National COVID19 outbreak and school closures</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>tbc</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes – top up swimming (Summer 2022)</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.

Academic Year: 2020/21		Total fund allocated:		Date Updated: October 2021	
<p>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</p>					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:
<p>To promote the importance of being active and keeping healthy.</p> <p>To increase the amount of pupils engaging in physical activity throughout the school day.</p> <p>To offer a wide range of school sports clubs to encourage pupils to take part in extra physical activity.</p> <p>To increase the % of Year 6 pupils meeting National Curriculum requirements for swimming</p>	<p>Maintain and replace games/ equipment when needed. HS to complete an audit of equipment.</p> <p>Introduce new Golden Mile track with incentives for running.</p> <p>Sports leaders and midday staff to encourage children to engage in physical games and activities at break and lunchtimes. Teaching and support staff to try and make other subjects more active throughout the school day. HS and EM will lead a staff meeting on this, to explain and model. They will also regularly meet with Sports Leaders.</p> <p>Put together a list of clubs running to promote physical activity, ensuring there is something for ALL year groups. HS will analyse each term and introduce new sporting clubs to ensure variety. Attendance lists will be taken and</p>		<p>£2000</p> <p>£20,000 + fundraising and crowd funding</p>	<p>Greater overall number of our school pupils being active and keeping healthy and understanding why this is important. Improving the behaviour and well-being of our school pupils.</p> <p>Pupils will have access to a wider range of equipment both at break times and during lessons. Building capacity and capability to ensure improvements now will benefit the future of our school.</p> <p>100% of pupils who are fit and healthy will take part in 2 hours of PE/Games each week.</p> <p>Increased number of children involved in extra curricular physical activity, including vulnerable and less active children.</p> <p>All year 6 children will meet the NC</p>	<p>All pupils will be aware of the importance of keeping healthy. All pupils will be able to be fully engaged in their PE lessons. Under active and vulnerable children will be able to take part with appropriate resources and adult support.</p> <p>Sports leaders will become confident in their role to deliver and support different playground games and will become role models to encourage and inspire others.</p> <p>Staff able to facilitate more physical activity at break and lunch times and will encourage use of skills developed in PE lessons.</p>

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	<p>monitored (linking to PP and less active children).</p> <p>Regular swimming lessons for all KS2 classes, utilising all teaching and swimming staff to improve the quality of provision. Use the Sports Premium to support top up swimming if needed.</p>		requirements for swimming.	
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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	
<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>The profile of PE, sport and healthy living to be raised across the whole school as a tool for whole school approach which links to our learning values</p> <p>Use sport as a tool to increase engagement and attainment within Maths and English and other curriculum subjects</p> <p>To promote the role of the sports leader, giving them ownership of breaktime and lunchtime games and highlighting who they are with uniforms (hats).</p> <p>To, once again, achieve the Sports Mark Award and complete the Active Lives Survey for this academic year.</p>	<p>During our whole school Monday assemblies we promote the sporting achievements of the previous week; internal and external school competitions. Sports leaders will nominate a sports star of the week across the whole school.</p> <p>Parent newsletters and website bulletins will also celebrate sporting achievements.</p> <p>Ensure all sports events are on the sports board and website as well as personal achievements.</p> <p>PE leads to run staff meeting to support staff in the delivery of active lessons. Liase with other curriculum leaders to ensure cross curricular links are made.</p> <p>Continue to take part in Sussex School Games activities. Run the SEND sports festival across our locality schools.</p> <p>Continue relationship promoting sport with</p>	<p>£1000</p>	<p>All sporting achievements are celebrated with the whole school and promoted on the notice board and website.</p> <p>Certificates and trophies are given out in assemblies.</p> <p>Pupils recognise the wider benefits of participating in sports and consider it an important part of their development.</p> <p>Lessons are more active, in all subjects. Outdoor learning opportunities are increased. Children are given opportunities to be active throughout the school day, promoting a healthy way of living.</p> <p>The role of the sports leader is developed and leaders have</p>	<p>We are beginning to see the benefits of the raised profile of PE across the school.</p> <p>Teachers understand the importance of physical activities being used to support other lessons and children across the school are benefitting from this.</p> <p>Sports Leaders train new Sports Leaders in roles. Profile is raised across the school and they support and lead sporting events and clubs.</p>

	other local schools Use Sports Leaders to promote and run events within school.		training and feel confident in leading activities and supporting clubs.	
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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:
<p>To identify staff members in need of CPD and to support accordingly. Develop the knowledge of staff in key areas they are less confident in.</p> <p>To use highly skilled coaches, where necessary, to support colleagues in the delivery of some areas of the PE curriculum.</p> <p>To support ECT and RQT's in planning and delivery of PE.</p> <p>Continued CPD for PE leader to enable implementation of initiatives throughout the school through a deeper understanding of current practice.</p>	<p>Modelling of effective PE delivery through the use of more skilled staff members.</p> <p>Provide opportunities for ECT and RQT's to observe outstanding PE lessons and to discuss planning with PE lead.</p> <p>Improve teachers subject knowledge in planning and delivering the skills in specific areas by working alongside specialist coaches.</p> <p>PE courses will be available and booked for ECT and RQT's if they feel they need them.</p> <p>PE leader to attend PE conference to gain more knowledge and understanding of high quality teaching and learning in PE.</p>	£3000	<p>Teachers show improved subject knowledge and are confident and competent to deliver high quality PE. Pupils demonstrate enhanced skills. The quality of PE lessons is good or outstanding.</p> <p>Good practice is shared in the form of feedback forms between staff which drives the effective development of PE. More staff willing to run clubs for children and enter competitive events.</p> <p>High standards of participation and sporting success.</p> <p>Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff.</p> <p>Subject leader more confident when undertaking lesson observations/team teaching – able to provide effective feedback and lead discussions.</p>	<p>Teachers CPD ensures quality of PE and Games curriculum is high and challenging for all pupils, this will remain the case for future year groups.</p> <p>All staff trained and confident in all aspects of the taught curriculum, as things progress throughout the school and if whole school overview changes, teachers will be well equipped to teach all areas.</p> <p>Children will experience quality first teaching throughout the school, providing them better foundations to progress in future PE lessons and at secondary school.</p> <p>PE lead will ensure a high-quality PE curriculum is planned, resourced and assessed regularly, developing a rigorous system for the future of Upper Beeding's PE.</p> <p>PE leader will support all current and future staff.</p> <p>As a result, PE throughout the school will have a higher profile and will be better overall.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Continue to offer a wider range of activities within the curriculum in order to get more pupils involved.</p> <p>Offer a wide range of extra-curricular sporting clubs both before and after school times and during lunch times. Focus particularly on those pupils who do not take up additional PE and sport opportunities.</p> <p>Different sports experienced within curriculum PE sessions using staff expertise.</p>	<p>To ensure a broad range of skills coverage and sports covered throughout the year using our skills coverage document. Sports leader to oversee this.</p> <p>To increase provision of after school and lunch time sporting clubs led by school staff, sports leaders and external providers. PP children will get some funding to attend clubs run by external providers.</p> <p>To encourage the participation in active trips, eg. Residential and Adur Activity Trip for PP and less active children.</p> <p>High quality extra-curricular sporting provision.</p>	£1500	<p>A higher number of extra-curricular sporting opportunities are provided.</p> <p>High quality extra-curricular sporting provision for all children. Engagement and enjoyment at lunchtimes increases.</p> <p>Sports Clubs are booked termly and children sign up to clubs termly. They run alongside the competitive curriculum that we offer which also fits alongside the PE curriculum to ensure that children have gained enough experience in order to compete in games and events.</p>	<p>All children have the opportunities to take part in outdoor and adventurous physical activity.</p> <p>PE lessons allowing for greater differentiation and engagement, noticed in learning walks by PE lead.</p> <p>Since the COVID19 rules have lifted we have begun to offer more sporting clubs and have seen a huge uptake.</p> <p>As the terms go on we will once again see a wider variety of sports clubs and have new experiences offered.</p>

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:
<p>Continue to provide increased opportunities for less active children and children with SEND to represent Upper Beeding in sporting events.</p> <p>Continue to give all KS2 pupils the opportunity to represent the school at at least one sporting event whether that be competitive or participation.</p> <p>Whole school events; Sports Week, Sports Day.</p>	<p>To ensure a broad range of after school clubs and events are offered to all children and encouraged.</p> <p>We will continue to celebrate sporting achievements for all children.</p> <p>To ensure that locality sporting events with cluster schools are both competitive and participation and include opportunities for SEND and less active pupils.</p> <p>PE leader will plan and deliver an exciting, engaging and inclusive whole school sports week for ALL children. Promoting the participation of all UBPS pupils and outlining the importance of everyone keeping healthy.</p>	£2000	<p>A higher number of competitive and participation events are run.</p> <p>A higher percentage of children represent their school in sporting activities.</p> <p>Pupils recognise the wider benefits of participating in sports and consider it an important part of their development.</p> <p>Wider range of competitive opportunities available both through inter-school, intra-house and within PE lessons for all children to take part in.</p> <p>Increased engagement in KS2 events. Most able children were given the chance to excel and challenge themselves against other children in the local area.</p>	<p>All children will feel valued and will have been given opportunities to take part in some form of sporting activity.</p> <p>Confidence amongst SEND and less active pupils in sports will be raised.</p> <p>Locality events with our cluster schools will have run successfully and will continue to do so.</p> <p>KS2 pupils will feel confident in representing our school and will feel better prepared for sports and PE at secondary school.</p>

Signed off by	
Head Teacher:	Becky Linford
Date:	
Subject Leader:	Hayley Stuart

Date:	October 2021
Governor:	Ralph Lane
Date:	