

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](https://www.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

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,820
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8,746
Total amount allocated for 2021/22	£19,250
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,996

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>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>	67%
<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>	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%

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?

No

Acronym Key	
Abbreviations	Meaning
PE	Physical Education
TGS	The Gatwick School
EYFS	Early Years Foundation Stage
KS1	Key Stage 1 (Years 1&2)
KS2	Key Stage 2 (Years, 3,4,5 &6)
SEND	Special Educational Needs & Disabilities
PP	Pupil Premium
SMSC	Spiritual, Moral, Social & Cultural
OAA	Outdoor, Adventurous Activities
MUGA	Multi-use Games Area
SGO	School Games Organiser
TA	Teaching Assistant
CWG	Commonwealth Games
CPD	Continual Professional Development
PESSPA	Physical Education, School Sport & Physical Activity
Inter-school	Between other schools

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: £27937		Date Updated: 21/07/22	
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					Percentage of total allocation:
					15%
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:
Improve behaviour and concentration of all pupils, and encourage competition and engagement in regular activity	National Fitness Day – PE Lead to hold an all through assembly. Class teachers to be given various in class activities	Free	Students engaged with National Fitness Day and enjoyed taking part in class activities. Learners are more articulate when describing the effects of exercise on the body and can describe ways to keep themselves ‘healthy’		Top up swimming lessons for Year 6 pupils who do not meet the national standard at the very least. Currently in negotiations with the swimming provider to secure additional curricular lessons for all Year 6s.
Educate students on the benefits of a healthy, active lifestyle	Work with SGO and Sports Partnership to increase awareness of physical activity	Free			
Ensure students become confident active movers who are physically literate	Use the Real PE platform to develop positive learning behaviours and attitudes towards physical activity	£600	TGS has been an active participant in Crawley Festivals and Fixtures. Students are excited about these external events and are able to make links between attending these events and having a healthy active lifestyles		Engage parents and guardians with ‘at home’ physical challenges to encourage students to meet at least 60 minutes of physical activity a day. This can be achieved by using the ‘Real PE’ forum to set home based activities
Increase participation of most vulnerable children	Extracurricular clubs specifically targeting groups of less active students and those with additional needs e.g. SEND. TA to be paid overtime to facilitate the clubs. Specific equipment to be purchased to ensure activities can be led appropriately (such as pop up goals and Boccia sets)				
In school competitions to be linked with learning in the curriculum and healthy active lifestyles		£1055	Real PE: The ‘Health and Fitness’ Cog has been taught to Rec-Year 6 and adapted for their learning stage. As stated previously children now have a better understanding of		Build on the successful lunch time competitions by developing a half termly rotation schedule of events. Train TAs to take the lead on competitions so that learners
EYFS Curriculum - Support the Reception team by providing quality resources which support specific areas of learning and development					

<p>Give class teachers the opportunity to engage learners with 'active' lessons and brain break activities</p> <p>Facilitate active non contact time, therefore encouraging students to reach a minimum of 60 active minutes a day</p>	<p>PE lead to engage and excite learners by taking assemblies and running lunch time competitions. Class teachers sent resources linked to assemblies to encourage healthy active lifestyles, Commonwealth Games and Women's Euros</p> <p>Reception Resources to be purchased to support the EYFS curriculum by extending learning opportunities through play, e.g. stepping stones, parachute activities</p> <p>Active Lessons to be encouraged by providing teachers with appropriate resources such as skipping ropes, parachute packs, Stacking cups and activity pack</p> <p>Purchase playground and multi sport resources to give students a greater range of activities. Purchase appropriate storage for equipment.</p> <p>PE lead to lead an CPD meeting encouraging active play during break times</p>	<p>£860</p> <p>£1000</p> <p>£380</p>	<p>health fitness and the changes within their own bodies</p> <p>A number of the extracurricular Clubs now focus on the following groups:</p> <ul style="list-style-type: none"> - Pupil Premium - SEN - Girls <p>There have been a number of themed weeks, assemblies and non contact time competitions. Children have become more engaged in these events as the year has progressed. A particular success was the CWG (Rec-Year 6) and Tennis competitions (Year 2-4) which took place in the Summer term. It has become 'the norm' for these extra events to take place, therefore increasing physical activity levels in the classroom to increase physical activity levels.</p>	<p>are engaged during non contact time on a regular basis.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
			<p>37%</p>	
<p>Intent</p>	<p>Implementation</p>	<p>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:	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>Promote the profile of PE, School Sport and Physical Activity by incorporating intra-school competitions and personal best challenges</p> <p>Develop the whole person within the curriculum (SMSC: Spiritual, Moral, Social, Cultural)</p> <p>Providing opportunities for students to further engage with physical activity by taking leadership roles</p> <p>Raising awareness and visibility of the schools PESSPA platform to parents and the wider community</p> <p>Increasing the amount/type of activity available during break/lunch times</p>	<p>Introduce physical activity challenges and competitions</p> <p>Sports Day to be accessible and fun for all students. Further development of the separate KS1 & KS2 Sports Days.</p> <p>Use external facilities for this event to raise the profile of PE</p> <p>Athletics equipment purchased to prepare students for various events and increase engagement towards sports day</p> <p>TA trained to deliver clubs and leadership course. Funding made available for TAs overtime club hours Sports Leadership training (Play Makers) available for year 5/6 students – Playmakers licence renewed</p> <p>Resources purchased to enable staff member to effectively run the club e..g clipboards, name tags</p> <p>Specific physical activity resources purchased for lunch time activity</p> <p>Leaders given the opportunity to work with students during play/lunch times</p> <p>Primary student representatives on the</p>	<p>£100 (medals & awards)</p> <p>£500 (Sports Day Medals, Trophies etc)</p> <p>£1365</p> <p>£480</p> <p>£100</p> <p>£53</p> <p>See Indicator 1</p> <p>Free</p>	<p>Personal development skills have been enhanced by following the Real PE Curriculum (physical skills, thinking skills, social skills and personal skills). This can be seen by comparing class assessment wheels at the start and end of the academic year</p> <p>Attainment and achievement, behaviour in PE lessons has increased since 2021/22</p> <p>PE physical activity and school sport have a high profile and are celebrated across the life of the school</p> <p>SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <p>Continued progression of all pupils during curriculum PE lessons.</p> <p>Competitions have raised the profile of competitive sport within school. A high number of children have been given the opportunity to participate.</p>	<p>Further playground resources and marking to be laid</p> <p>Establish links between the primary Sports Leaders and the secondary PE Leaders</p> <p>Establish links between the Primary Sports leaders and the school council</p> <p>‘Mini Leaders’ Scheme: Trained Sports Leader to help develop KS1 leaders</p> <p>Real PE Learning at Home platform to be made accessible to all parents (see indicator 1- further steps)</p> <p>Secure an area of the school for a visible primary ‘PE Board’</p>

	PE council			
	Pictures/videos to be shared regularly on the whole school Class Dojo pages to show children participating in school sports competitions and external events	Free	Sports leaders have been positive role models in the school and have been visible during lunch times and at bigger events e.g. Sports Day and Crawley events	
	MUGA/Playground goal units to be purchased to enable children to play ball games during non contact time	£7860	Sports Day was successful and all children present participated in a variety of activities. The award presentation at school highlighted the success's from the day.	
	PE lead to represent Gatwick in the Crawley Girls Football Group	Free	It has now become the norm for the PE lead to be activity involved in celebration assemblies and additional events (to lessons).	
	TGS to run a KS3 Girls only football event for Crawley Schools, Secondary Sports Leaders used for the activities to increase visibility	Free	Children ask about clubs, festivals and fixtures constantly, in 2021/22 this was not the case.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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>Increase staff confidence and knowledge by supporting staff to deliver a broad, balanced and inclusive curriculum, with the focus of raising attainment</p> <p>Lesson observations to monitor staff effectiveness and confidence</p> <p>Meetings to monitor pupil and staff attitudes towards progression in PE</p> <p>Train TAs in the 'Real PE' platform to aid with cover lessons and therefore consistency in lessons</p>	Subscription to Real PE curriculum to be purchased	£500 (Subscription Fee)	Increased staff knowledge and understanding	Use the 'Learning Nutrition Framework' from the Real PE platform as a self reflection tool for teachers
	Bespoke Real PE training to be organised and delivered to PE staff, CPD to include modelled KS1 & KS2 lessons	Free	All teachers able to more confidently plan, teach and assess EYFS, KS1 & KS2 National Curriculum PE	Complete Staff and Students Questionnaires concerning PE lessons
	Lead staff member to attend Real PE modules	Free	More confident and competent staff evidenced through feedback and lesson observations	Secure continuity of staff teaching PE in upper KS2
	PE Lead to host TA sessions on Real PE delivery	Free	Enhanced quality of provision	Primary PE Training Course for TAs
	Access to CPD for staff via Mid Sussex Active	Free	Increased pupil participation in competitive activities and festivals	Ensure opportunities for team teaching and therefore peer assessment are present
	Individualised meetings and support structure to be established between Primary PE Lead and staff members	Free	Increased range of opportunities	
	1:1 Observations between staff and the PE Lead	Free	A more inclusive curriculum which inspires and engages all pupils	PE Lead to visit schools to observe good practice
	Quality assessed resources to support staff - (Sport Specific Training guide, Action Mats, Whiteboard, Flip Chart)	£2365	Continued progression of all pupils during curriculum PE lessons	
	PE Lead to liaise with SGO and local schools to share knowledge and examples of best practice	Free	Meetings with students inform us that pupils enjoy their PE lessons	
			Discussions inform us that pupils enjoy the variety of activities (previously groups of children would only say they enjoyed football)	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Give students access to Outdoor Adventurous Activities in the curriculum and as extracurricular opportunities	Staff member to attend Mid Active Sussex OAA course and share knowledge/resources with PE staff	£180	OAA lessons delivered successfully in both KS1 and 2, a key focus was team games which engaged learners	Resources purchased have been well kept and will be used throughout the upcoming years. Progression of gymnastic activities throughout the key stages will be a focus.
Establish a holistic PE curriculum which isolates key skills and attributes such as emotional resilience	OAA resources to be purchased	£170	Students have enjoyed trying new activities, 'circus skills' have been a particular favourite. There has been a positive shift in classes enjoyment of PE this year. Activity levels during lessons are high and disengaged learners have been able to access the curriculum	Circus skills - Develop a further range of activities to ensure progression throughout the years
Extend the sporting provision during curricular lessons, clubs and intra school competitions.	See previous points regarding upskilling and training staff members on the Real PE curriculum	Free		
Develop a varied program of extracurricular clubs and physical activity opportunities	PE Lead to hold circus skills CPD session during departmental time			OAA - Book outward bounds courses for Rec- KS2 during activity week
	Circus skills resources to be purchased	£880	Gymnastics has been previously taught with minimal resources, the introduction of the new equipment has revolutionised the curriculum. Lessons are now more exciting, learners are extended and exposed to new experiences (such as using levels and trestles)	
	Net and wall games resources (smaller rackets etc) designed for primary aged children to be purchased.	£550		Continue to run a variety of extracurricular clubs to expose children to different and exciting sports
	Speedminton resources to be purchased for upper KS2			
	Frisbee packs to be purchased	£90		
	Increased number of clubs offered offered			
	Multiballs to be used in KS1 lessons to encourage movement and physical literacy	£250		
	Clubs targeting specific sub groups such as SEND and PP to give further opportunities	See previous indicators		

	Transport made available for students to attend extracurricular activities, events & festivals	School Transport Budget		
	Ensure quality basketball coaching by booking Storm Basketball Club	£210		
	Enhance and extend the Gymnastics curriculum by using a variety of equipment			
	- Gym Time Pack	£2442		
	- Benches	£1214		
	- Rhythmic Resources	£150		
	- Mats	1100		
	- Mat Trolley	£635		
	- Beam	£130		
	- Spring Boards (KS1)	280		
	- Yoga Trolley	£201		
	- Speaker (to introduce music and rhythm)	£105		
	Introduce a new range of skills and enhance coordination with scooters and 'scooter hockey'	£680		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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 the school at local competitions and events by increasing participation in School Games competitions	Primary PE Lead to attend SGO meetings to continue to make local links and be informed of events	Free	A large proportion of KS2 students have represented the school at local festivals and tournaments. Gifted and talented students have been selected for teams and competed at local and County Levels	Train TAs to run further clubs, focus on introducing basketball teams
Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome	Gatwick school teams to be entered in Crawley based festivals and competitions	Free	Extracurricular clubs, where possible, have lined up with the sports schedule for the area	Use external booking to increase extracurricular provision for KS1 students
Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.	Transport to events to be organised Learning Support Assistants to be linked with sports clubs in order to attend events	£1000	Personal Best competitions are now a key aspect of PE lessons, this gives children regular opportunities to compete with themselves and others	SEND - Enter events designed specifically for this sub group. Arrange a local 'school to school' fixture to ensure event in the event of cancellation they are exposed to external competitions
Develop interschool competitive event which are accessible to all students	Sports kits to be purchased and maintained by PE lead	£750	The introduction of themed extracurricular competitions, e.g. CWGs, has been successful and seen increased participation. Students are excited when results are announced and awards given during assemblies	Develop an interschool 'competitions' calendar focusing on half termly class competitions.
Increased opportunities for girls to access football	Develop links with the external community and local sports clubs	Free		Explore using external facilities to develop house competitions (currently just Sports day)
	Competitions to be established and delivered to all Year groups (Rec-6)	Free		
	Sports assembly to be held at the end of each term	Free		
	Medals and trophies to be purchased	See previous	Specific competitions for SEND children were explored during the Autumn and Winter terms but	

	Staff member to attend Crawley	indicators	unfortunately they were cancelled	
	Football Steering Group meetings	Free	The KS2 (Year 3) girls festival was a success and gave not only the majority of our Year 3 girls a chance to compete in football activities but a	
	Disney Shooting Stars online Course to be completed by staff member	Free	9 other local schools	
	PE lead to liaise with secondary staff and K2 lead to organise a local football festival for girls	Free	Netball Team - The netball team were unbeaten in 11 games and won a tournament, this is the first time in the schools history that a team has come first at a competition (we were very proud).	
	Appropriate equipment and storage to be purchased in order for students to train and participate e.g. netball bibs, basketballs	£910		
	Netball posts to be purchased	£380	KS2/KS3 Transition - We attended a Sussex transition event focusing on OAA skills, this was successful and we placed 1st place	
	Tag Rugby festivals to be entered and opportunities to compete at a local level given to a variety of students. Equipment purchased, such as tag belts, to facilitate this	£296	The disney shooting stars course has enabled the PE lead to develop intrahouse KS1 football festivals and use the KS2 girls football team to lead activities.	

Signed off by	
Head Teacher:	Simon Firth
Date:	22nd July 2022
Subject Leader:	Rebecca Pym
Date:	22/07/2022
Governor:	
Date:	

