



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting
Tool Revised July 2023

Commissioned by



Department
for Education

Created by



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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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. 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 2021/22	£0
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 18,980
Total amount allocated for 2022/23	£ 18,980
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,990

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 2022.</p> <p>Please see note above</p>	96%
<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>	96%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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>	Yes, catch-up swimming sessions

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: 2022/23		Total fund allocated:		Date Updated:	
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:
					%
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:
Further increase the number of pupils engaged in regular physical activity – including the most reluctant to do so.	Continue to run, introduce and embed a range of before school, lunchtime and after school clubs, which are funded through the Sports Premium grant, targeting those who are least active. These are provided by school staff, external coaches and clubs. These include: <ul style="list-style-type: none"> • Cricket • Girls football • Running • Dodgeball Continue to run a wide range of extracurricular clubs offered by school staff including football, hockey, rugby, running club, netball and dodgeball.		£4000.00	We have more students taking up our sports clubs and competing in competitions linked to the sports. In football and cricket this year we have furthered this by entering our girls into all girl's tournaments which we have not done before.	We will continue to offer these clubs and to further this we will aim to link with other sporting organizations to provide next steps for students showing potential.

<p>To enhance the quality and participation levels of physical activity at lunchtime</p>	<p>Lunchtime supervisors provided with training in games and sports</p> <p>Training for Sports Leaders to deliver lunchtime sessions for children across the school</p> <p>Purchasing of new sports equipment for lunchtimes</p>		<p>Sports leaders have led sessions to peers and younger students in a range of sports. This started with adult support but now the leaders are able to set up, run and pack down a session without assistance from a member of staff.</p> <p>Hosted at ECS, Sports Leader training was delivered by Surrey School Sports Partnership to ECS pupils as well as children from other schools.</p>	<p>We will continue to offer the sports leaders program and look for other areas of school life that they will have an opportunity to lead.</p>
<p>To use benchmark data from the previous year to target and improve physical activity levels.</p> <p>To carefully track the numbers of pupils attending extracurricular clubs and competitions.</p>	<p>Utilising marksheets, record attendance to all extra-curricular clubs.</p> <p>Use this to then target less active.</p> <p>Through the Surrey School Sports Partnership (SSSP), ensure all pupils have the opportunity to take part in competitions.</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframingcompetition/</p>	<p>£500.00</p>	<p>Over 100 students from Years 3-6 represented the school in at least one competitive fixture.</p>	<p>We will look to provide more grass root based opportunities for less able or less confident students to make sure even more students have an opportunity to represent the school.</p>

<p>Increase the range of festivals and competitions offered, especially to lower KS2</p>	<p>Utilise team-based approach to PE coordination to maximise number of staff able to help with competition offer.</p> <p>Continue to expand SSSP partnership with local schools to enable regular festival style competitions.</p> <p>Involve the PE Prefects and Sports Leaders and other children in leading on these competitions. Some of the funding will be used to release staff to attend these competitions/festivals.</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframingcompetition/</p>	<p>£4000 for supply release and equipment</p>	<p>We have worked with a wider variety of sports providers to give a wider range of opportunities. This includes attending a year's 3/4 football festival which we took 3 teams (2 boys, 1 girls) which we have not done before.</p> <p>We have progressed our sports leaders and prefects responsibilities so that they now know if they demonstrate high leadership skills they will help to lead younger years in lunchtime games and inter-house and sports days.</p>	<p>We have contacted the provider and said how much the students enjoyed and benefitted from the tournament and to keep us updated with other opportunities that they offer.</p> <p>We will make sure that when students apply to be sports leaders they know progressive opportunities throughout the year.</p>
<p>Increase the number of intra-school competitions and festivals to enable health competition and show-casing the knowledge and skills learnt across a half term</p>	<p>Utilise team-based approach to PE coordination to maximise number of staff able to help with competition offer.</p> <p>Offer half-termly competitions at the end of each half term</p> <p>Continue to expand SSSP partnership with local schools to enable regular festival style competitions.</p>	<p>£500.00</p>	<p>At the end of each half term whole year groups will come together to participate in intra-house tournaments of the sport they have been learning during the half term. We have seen this helps to focus the students more through the lessons as they know the knowledge and skills will need to be applied in a competitive environment at the end of the learning unit.</p>	<p>We are including this week of competitive application of knowledge into our schemes of work for all team based sports.</p>

	<p>Involve the sports crew and other children in leading on these competitions.</p> <p>Some of the funding will be used to release staff to attend these competitions/festivals</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframingcompetition/</p>			
<p>To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.</p>	<p>Within games lessons, additional support will be offered to the less able and least active individuals with a focus on raising fitness levels and basic coordination skills</p> <p>This will extend to after school where additional support will be given to those children attending our after school care club as well as running extra curricular clubs such as girls football and netball</p> <p>To organise interschool competitions for our pupils and others within the SSP partnership</p>	<p>£10,000 (additional school funding will also contribute towards the salary of this individual)</p>	<p>The sports coach has been utilized in formatting our sports schemes of work so that all sport taught throughout the school is consistent.</p> <p>The coach has then shown staff where to find the schemes and has made themselves available for any questions about what is being taught and to model teaching.</p> <p>This has built the courage of the staff team when teaching sport and helped to ensure all areas of a sport are taught and learnt before competitive practice.</p> <p>The coach has also linked the participation of students in PE and after school clubs to provide opportunities to represent the school in sports fixtures against other schools. The range of</p>	<p>We will continue to use the schemes set up for the PE lessons but we want to develop our range of opportunities to provide more for lower key stage 2 and upper key stage 1 (Year 2).</p>

			students who have had this opportunity covers years 3-6 and we have had over 100 different students represent the school in at least one competitive fixture.	
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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	
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 have a whole school strategic focus on health and well-being of all our pupils. This is one of the school's strategic priorities, including promotion of positive mental health</p> <p>To continue to develop the children's well-being following successfully being awarded the Silver Active School Award, July 2022</p>	<p>Provide training to Sports Leaders through Active Surrey and school staff</p> <p>Implement 'I wish my teacher knew...' boxes to support sharing how children feeling</p> <p>Pupil survey</p> <p>Pupil Parliament</p> <p>Playground friends</p>	£1000	<p>Sports Leaders are skilled in delivering small sided games and drills to a range of pupils.</p> <p>This has increased the skill-set and confidence of not only the Sports Leaders but also the other children they coach.</p> <p>Playground friends, who also support the physical and mental health of children in school have also been trained.</p>	<p>Sports Leader training to take place in Autumn term.</p> <p>Sports Prefects to have a more prominent role in sports delivery and celebration – writing in the newsletter, sharing successes in assemblies</p> <p>Further training for Playground Friends.</p>
To embed and further develop the role of the Sports Leaders through face to face training.	<p>Provide training to Sports Leaders through Active Surrey and school staff</p> <p>Fully involve this group of pupils in the organising and running of competitions both inter and intra house</p> <p>Involve them in the planning and delivery of the half termly intra-school competitions and Key Stage 1 Sports Day</p>	£400 (training and equipment)	We have hosted the sports leaders training this year so that students can see how to lead in our own school. This has led to them running their own events at lunchtime. Our coach has supported students in how to change their tone of voice when working with different students and how to support other coaches when they are leading as a team.	<p>We will keep our lunchtime sports leaders going but we will make different students lead each sessions so that they all have a fair opportunity to lead.</p> <p>Sports prefects to also lead sessions and support teachers in teaching of PE and leading inter-school tournaments.</p>

			<p>When drafted, the sports days are spoken through with the sports leader in how they can lead a session and if they have any questions or ideas to make the day better.</p> <p>Sports Leaders supported a number of inter-school tournaments and sports days last year.</p>	
To implement a whole school study to determine whether there is a link between levels of physical activity and rates of academic progress.	<p>Using the YST resource, investigate whether levels of physical activity affect rates of academic progress.</p> <p>Use SIMs/ to record the data Present findings to SLT, Trustees and SSSP schools for further consideration.</p>	£0		
<p>Additional swimming sessions from Reception to Year 6</p> <p>Catch up lessons for children who are not ARE</p>	<p>Swim coach assesses children and targets those who are not ARE.</p> <p>Parental support allows more rapid progress</p>	£2000	<p>Less confident and able swimmers targeted with catch-up session.</p> <p>These sessions improved pupil's confidence and swimming techniques</p>	<p>Additional catch-up swimming sessions next year – targeting those children who are not predicted to be able to swim 25m by the time they reach the end of primary school</p>

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:
To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.	<p>As above</p> <p>Coach/mentor to provide additional support during Games sessions. This to include targeted support of the less able/active pupils as well as stretching and challenge the more able through leadership opportunities.</p> <p>This could also include preparation for forthcoming tournaments and festivals, including virtual competitions</p>	As above detailed in indicator 1/2	<p>Our sports coach has supported staff in the planning of sessions and met afterwards to ask how the sessions have gone. In areas where staff have needed extra support the coach has given ideas of how they would approach the sport and skill.</p> <p>This regular communication has not just built up the confidence of staff teaching PE but also helped them to enjoy teaching it more. This has then helped more students in the class to enjoy the lesson.</p>	<p>We will keep up regular support between the sports teacher and staff but also provide sessions of how to plan and lead a PE session confidently.</p> <p>CPD twilight sessions to develop the quality of teaching and learning in PE and School Sport.</p>
To purchase a range of resources and equipment to support the high quality teaching of PE across the school.	Purchase equipment as required in order to teach a full curriculum.	£2000	We have purchased new hockey sticks, tennis and lacrosse equipment to expand our curriculum but also to make sure that the correct equipment is available for staff to use.	We will check the equipment at the end of the academic year to make sure it is all safe to use and that it supports learning. If there are any pieces of equipment that we need, or need replacing we will note to order to ensure high

				quality teaching takes place.
<p>To explore and investigate what would make the PE curriculum and provision at ECS high quality and develop knowledge and skills across the school</p> <p>Review of current PE curriculum – long term planning, leadership development</p>	<p>PE team members to visit other schools to understand their approach and provision.</p> <p>Curriculum review and update</p> <p>Long term planning ensures progression of skills and knowledge from Reception to Year 6</p> <p>Trial and adapt new approaches and monitor closely the impact.</p> <p>Utilise and create partnerships with local schools and businesses where appropriate</p>	£1000 supply cover	<p>Each half term our coach is provided with CPD training from the organization that he works for. After, he brings back and discusses any ideas that he has learnt to implement into our curriculum.</p>	<p>We will look to send our coach out to other schools to observe their practices.</p> <p>We will make sure our PE lead has time to discuss with all staff on the PE curriculum and how they are finding it and how they would like more support.</p> <p>Utilise the CPD training from the SSP to skill up our PE teacher and other staff members</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>Ensure all pupils have an opportunity to participate in a wide range of sports and activities, with the right equipment and training</p> <p>This includes continuing to explore possibilities of introducing activities such as basketball, lacrosse and taekwondo.</p> <p>To fully utilise the new basketball hoops with a basketball club</p>	As above, specified in key indicator 1 Purchase equipment to allow a range of sports and activities to take place	As above indicated in indicator 1	<p>We have invested in more sports equipment at break times. One new activity builds up the reaction times and flexibility of students. Another helps to build their hand eye co-ordination. This equipment is free for all students to use in break times to build confidence without a competitive pressure.</p> <p>Learning how to play lacrosse has been exciting for the school as a brand new sport as it has made all students equal at the start of the unit.</p>	We are aiming to make sure we either provide or we can guide students to clubs of any sport. This will involve utilizing our facilities throughout the school, before and after school as well as working with the staff team to lead clubs. We will also need to have a strong local knowledge of sports teams and sports around the school location.
Continue to investigate opportunities for athletes, famous sports men/women to talk about psychology/approach to sport, preparation before games	Invite relevant people in as opportunities arise.	£1000	<p>This year we have had Surrey cricket come in to lead workshops with students after the have won the 100 trophy.</p> <p>We have also had an international netball player to come in and lead a shooting masterclass.</p>	We will continue to work with local sports groups and organize opportunities for them to come in and lead sessions for the students.

<p>To further develop links with approved external organisations to provide support with the delivery of PE in school.</p>	<p>Continue to develop relationships with existing organisations including:</p> <ul style="list-style-type: none"> • Old Cranleighans Rugby Club • Cobham Rugby Club • Playball • Weybridge Gymnastics • Tennis England • Sandown Golf Club • Surrey Netball Coaching • Esher Cricket Club • Surrey County Cricket Club • Pools4schools • Surbiton Hockey Club • Kick <p>Explore opportunities to develop links with other local clubs and organisations.</p> <p>This will support the delivery of PE in school, CDP for staff as well as provide signposting</p>	<p>£0 (unless approved club is providing extracurricular opportunities which are funded by the school)</p>	<p>We have a wide range of clubs offered for every day of the week. All clubs are aimed at a specific age group but all years have accessibility to sports based clubs throughout the week.</p>	<p>We aim to make sure we are providing clubs for all competitions that we run to make sure we are giving students the opportunity to train for competitions and have the opportunity to represent our school.</p>
<p>To once again run the popular before school Running club.</p> <p>All pupils to have the opportunity to run the distance of a marathon throughout the term/year, with regular time trials.</p>	<p>Alongside a staff member and volunteer ultra-marathon parent, children learn efficient and effective running styles.</p> <p>Through time trials, children have the opportunity to challenge themselves against their PR (personal result)</p>	<p>£600</p>	<p>We have had a steady group of students attending this which we have then had our annual cross country event as the end goal to attend and compete in.</p>	<p>We aim to make this opportunity clearer to parents for their children to attend while also exploring other ways we can get students into running if the morning club is inaccessible for them.</p> <p>Purchase medals for pupils</p>

				who attend and run the distance of a marathon
Host a children's triathlon / duathlon in the Autumn term	Children from across the school compete in a multi sport event (swimming, running, scoot/bike) Each child receives a medal	£500	Increased participation levels in duathlon and triathlon from children across the year groups Children have an improved knowledge and understanding of multi-sport events and the need to pace oneself to complete the course	Target pupils who may be less active Consider hosting the event at a professional athletics/swimming pool Contact Triathlon England for support in running the event and avenues for elite child athletes.
Jointly host EsherRuns event a 3K or 10K run through Esher	Children and families from across the school community and local schools compete in the event, with parents/carers running also. Each runner receives a medal for finishing	£500	Increased participation levels from children and parents within the 3K and 10K event Children understand the need to set a good pace in order to complete the course. Children have an improved running and breathing technique for a more efficient running style and improved times.	Increased marketing of EsherRuns across the local area and beyond. England Athletics involvement to scout strong talent

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>Ensure more pupils have an opportunity to represent the school in competitive sport.</p> <p>Increase the range and variety of competitions and festivals on offer in particular those in the lower school.</p> <p>Purchase equipment and resources to allow this to happen.</p> <p>Use team approach to the coordination of PE to increase capacity.</p> <p>Consider competition formats to ensure competition is appealing to all pupils.</p>	<p>Close tracking of pupil representation enables specific targeting of individuals, to ensure all pupils have the opportunity to compete for the school.</p> <p>Continue to adopt the competition structure used by Active Surrey (Inspire, Aspire, Higher) to allow correct identification of pupils for competitions.</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframing-competition/</p> <p>Continue to offer a range of competitions which are hosted at ECS. This includes intra school sports competitions and against other schools (football, netball, hockey and swimming)</p>	Supply and resource costs as detailed in indicator 1	We have over 100 students who have presented the school in inter-house competitions at least once this year from years 3-6.	<p>We aim to provide more opportunities for lower years in both participation and competitive environments – intra-house and inter-school tournaments</p> <p>Continue to be involved with the local family of schools and SSP to ensure opportunities of competition and friendlies</p>

	<p>Following the success of the dodgeball and sportshall athletics with local schools last year, these will continue and involve more pupils.</p> <p>If possible, provide challenge for our more able pupils through entering county and regional competitions.</p>			
To continue to develop opportunities for inter house competitions throughout the school.	<p>Continue with the 6x interhouse competitions in all year groups for all pupils.</p> <p>If possible, introduce new class vs class competition in years 3/4 and 5/6 based on curriculum</p> <p>Continue with the new revised format of the annual sports day to maximize participation time, especially with the traditional track events.</p>	£0	<p>We have made sure that each sport learnt during a half term has a final week for this to happen. We have seen a large increase in students effort when working towards this with many asking when the next will happen.</p> <p>Improved skill-set and techniques following high quality teaching and skills development.</p>	<p>Timetable inter-house competitions throughout the year.</p> <p>Sports Leaders and Sports Prefects to lead the competitions – organization, refereeing/adjudication, etc.</p> <p>Parents and carers to be invited to support events.</p>

Signed off by	
Head Teacher:	Ben Foley
Date:	July 2023
Subject Leader:	Ben Foley / James Peet
Date:	July 2023
Governor:	Ben Holmes

Created by:



association for
**Physical
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**Active
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Engaging Communities, Transforming Lives



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Date:	January 2023
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