

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 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	£9352.53
Total amount allocated for 2020/21	£16759
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ £ 12 482.39
Total amount allocated for 2021/22	£ £16 730
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ £29 212.10

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 2021.</p> <p>Please see note above</p>	75 %
<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>	75 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75 %
<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/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: 2021/22		Total fund allocated:		Date Updated: July 2022	
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: 34 %
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
1.1 To increase physical activity levels at playtime and lunchtime	<ul style="list-style-type: none"> Develop PESS Monitors to support management of lunchtime clubs and resources Establish playtime clubs that promote physical activity, social skills, positive mental health and problem solving Introduce 'Challenge Week' and work with Year 5/6 pupils to support Involve the school council and sports leaders in reviewing and developing the playground provision Involve children in development of new playground markings for the playground area Install playground markings Investigate possibility of extending playground area Purchase additional equipment for the playground 		£50 £1000 £8000 £1000	July 22 PESS Monitors nominated. Involved in supporting with equipment organisation and Sports Day. Playtime clubs resourced and prepped. Ready to introduce in September. School council and pupils consulted on playground markings and plans drawn up. Consultations with relevant companies. Progress slowed by issues with removing current markings. Ongoing. Playground markings will be installed next academic year. Currently 76.5 pupils in KS1 report being active at playtime vs 55% at KS2	
				Next steps: Sports leaders to be re-elected for 22-23 year Sports leaders to oversee club provision at playtimes Playground markings installed Consider implementing 'Challenge Weeks' when children can practice for their Personal Best assessments, linked to their PE skills assessments	

<p>1.2 To increase participation in the extra-curricular programme</p>	<ul style="list-style-type: none"> • Develop a comprehensive programme of clubs over the academic year • Identify high quality external providers who can support the extra-curricular programme • Liaise with JK-M to arrange an opportunity for school council to do some research into what might encourage children to be more physically active. • Gather information to identify which children are active through extra-curricular programmes and activities outside of school • Triangulate data with teacher feedback and playground observations • Identify inactive children and begin to track activity for this group <p>Use the information to plan targeted programmes</p>	<p>£1000</p>	<p>16 clubs run over the academic year – 12 PA clubs. 82% pupils participated in at least 1 club (81.2% for PA clubs). 53% pupils participated in at least 3 clubs (35% for PA clubs). Bank of external providers created Inactive children identified and targeted for next year’s provision Clubs have made a profit and so have the basis of sustainability for the coming years.</p>	<p>Next steps: Target pupils who have not attended at least one club Consult with and target inactive pupils Consult with and target SEND pupils Further expand the after school club offer to provide broader range of activities eg: forest school and yoga</p>
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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:
23%

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<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>2.1 To develop an awareness, within the school community, of the value of PE for mental and physical health, wellbeing and learning</p>	<ul style="list-style-type: none"> • Provide training for all staff on the principles underlying the PE curriculum and the link to MHWB and learning. • Plan a series of health and wellbeing workshops for children and parents for 22-23 	<p>£</p>	<p>July 22 New policies in place for PE and MHWB, ratified by governors. PASS policy to be completed before the start of the new academic year. Procedures reviewed and amended. School council have been involved in planning the new playground markings. PESS Leaders have been involved in resource management and Sports Day organisation.</p>	<p>Next steps: Health and wellbeing workshops for children and parents Develop assessment Further develop the role of the PESS Leaders and School Council Develop the use of the Children’s Health Project materials</p>

<p>2.2 To integrate PESSPA into the wider development of health, wellbeing and mental health across the school</p>	<ul style="list-style-type: none"> • Write new policies for PE, PASS and MHWB and seek ratification from the governors. • Review procedures and practices in school to ensure they align with new policies. Identify areas for development • Produce updates for inclusion in the school newsletter • Develop the PE section of the school website to highlight key activities and links with the wider curriculum • Develop the role of the school council within the planning and development of PESSPA across the school • Develop the role of PE monitors in promoting and supporting PESSPA across the school <p>Plan and deliver a HWB week as an introduction to a focus on this area of work</p> <ul style="list-style-type: none"> • Develop the use of Healthy Living journals to facilitate links with PSHE and provide a PE learner Profile • Develop links between social / emotional learning and the wider curriculum , particularly PSHE • Plan and develop the content of the 'Fit'n'Healthy' units • Identify and purchase a whole school wellbeing screening resource • Use the results of the screening to create a development plan for the remainder of this academic year / next • Purchase the Children's Health Project resources to support the link 	<p>Successful HWB week delivered, engaging all pupils, including skateboarding sessions for all pupils.</p> <p>Key events reported to parents in the school newsletter and celebrated on twitter</p> <p>Assessment work has not yet been embedded due to capacity issues</p> <p>New football kit to promote sense of belonging and pride.</p> <p>81% pupils believe that PE and sport are valued at our school and 69% believe that school helps them to be healthy. 66% of pupils believe that they are healthy and 66% try to make healthy choices.</p> <p>Children's Health Project resources purchased and used to support MHWB week activities. Teachers signposted to resources. All pupils have an HLJ. Use of these needs development.</p> <p>Yoga provider sourced to deliver the Fit n Healthy units. Teachers can observe next year with a view to delivering themselves in subsequent years</p> <p>69% pupils believe that school helps them to be healthy. 66% of pupils believe that they are healthy and 66% try to make healthy choices.</p>	<p>Next steps</p> <p>Develop and embed the use of Healthy Living journals</p> <p>Book Namaste yoga to deliver fit n healthy units</p> <p>Support teachers to use the CHP materials to support teaching in PE / PSHE</p>
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	<p>between PE and PSHE and support children to understand the relationship between physical activity and physical and mental wellbeing</p> <ul style="list-style-type: none"> Plan and develop the content of the 'Fit'n'Healthy' units 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				46%
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:
3.1 To develop staff confidence in, and understanding of, the new SoW for PE and associated assessment system to support high quality teaching and learning in PE	<ul style="list-style-type: none"> Provide training for staff on new SoW and the underlying principles Ensure all SoW units are mapped to the assessment framework for PE Provide refresher for all staff on the assessment framework for PE Provide refresher for all staff on PE Learner profile and how these should be implemented Develop a bank of supporting resources to supplement the scheme of work Monitor the use and implementation of the assessment materials 	£	<p>July 22 Curriculum map is finalised, however temporary amendments have been necessary to accommodate the restrictions of working with social distancing etc. Mapping now being refined to make explicit teaching of safety and links to assessment. All staff have received training on the new assessment framework and progression, plus the rationale for PE in the school. Support for the implementation of the assessment framework will be ongoing in terms 5 and 6.</p>	<p>Next steps Support teachers to understand assessment practices and processes – including refresher Implement use of HLJs to create learner profiles</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8 %
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:
4.1 To increase the range of activity areas covered in curriculum PE lessons	<ul style="list-style-type: none"> Audit equipment and identify additional equipment needed to deliver new curriculum activities. Ensure adequate resourcing Evaluate pupil views on the range of activities available. Are there more activities that they would like to do? Identify external links / providers to provide enrichment Create opportunities for pupils to engage in forest school type activities through Harlequins 	£2000 £225	<p>New equipment ordered and curriculum map fully resourced.</p> <p>All pupils were able to take part in forest school activities at harlequins in term 1/2. Links developed with a range of external providers – Dance, skateboarding, tennis, Kent Cricket, Hockey, yoga</p> <p>3 new activities introduced – Frisbee, Golf and yoga.</p>	<p>Next steps: Yoga CPD for staff Pupil voice</p>
6.1: To increase the percentage of pupils achieving end of key stage expectations in swimming to 70% (followed by year on year increases).		£2000	<p>Swimming assessment data sheet introduced to collate swimming outcomes.</p> <p>Pupils requiring top-up swimming provision identified.</p> <p>Arrangements for swimming reviewed. All pupils will swim in Y3. Top-up swimming sessions will be offered in Y4 to ensure that all pupils meet EKSS requirements.</p> <p>Pupils failing to meet the EKSS at the end of Y4 will be identified and a plan developed to support them.</p>	<p>Next steps: Create plan to support pupils not achieving EKSS by end Y4. Ensure swimming assessment data is correctly recorded for the three key assessment criteria</p> <ul style="list-style-type: none"> Swim 25m unaided Use a range of recognised strokes Perform safe self-rescue

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
5.1 To ensure that all pupils have the opportunity to take part in at least one inter school competition each academic year	<ul style="list-style-type: none"> Identify target groups Ensure there is an accurate system for recording participation in competition across the school Liaise with local schools to develop virtual competitions during the Covid pandemic Liaise with local collaborative school to develop opportunities for children in KS1 to take part in competition eg: Mini – Olympics / Multiskills festival Explore additional opportunities to take part in competition within the local area in 2021-22 Introduce intra-school competitions during the Covid pandemic 	£200	<p>Pupils have had the opportunity to take part in a range of competitions over the academic year, including football and netball fixtures, mini commonwealth games competitions, football tournaments and a hockey tournament. Pupils from the school represented the Maidstone area in a football tournament, supported by coaches from Maidstone United.</p> <p>77% pupils in KS1 have represented the school in an inter school competition this academic year. 40% children in KS2 have represented the school in an intra-school competition this academic year.</p>	<p>Next steps:</p> <p>Increase number of pupils in KS2 taking part in inter school competition, particularly in years 3&4.</p> <p>Increase range of activities in which pupils can participate in.</p> <p>Develop competition opportunities with the local collaboration schools</p>
5.2: To ensure that all pupils have the opportunity to take part in at least three intra school competitions each	<ul style="list-style-type: none"> Introduce competitions into PE lessons as part of an approach 		<p>100% of pupils participated in the school sports day</p> <p>100% of pupils participated in the Sports for Champions circuits activities</p>	<p>Next steps</p> <p>Plan and deliver 2 additional intra school competitions – one per long term. Loink</p>

academic year	<p>to end of unit assessments, where appropriate</p> <ul style="list-style-type: none"> • Devise and introduce a virtual competition for each key stage linked to the development of key skills • Liaise with class teachers / SLT to promote competitions and maintain interest • Develop an intra-school competition overview for next academic year, to include inter and intra competition • Plan and deliver an inclusive sports day 	<p>£300</p> <p>£250</p>	Some class teachers have included competitions as part of their PE lessons this year. This needs further development.	to house points. Ensure competitions cover a range of activity areas.
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Head Teacher:	
Date:	
Subject Leader:	Sharon Denney
Date:	20-7-22
Governor:	
Date:	