

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

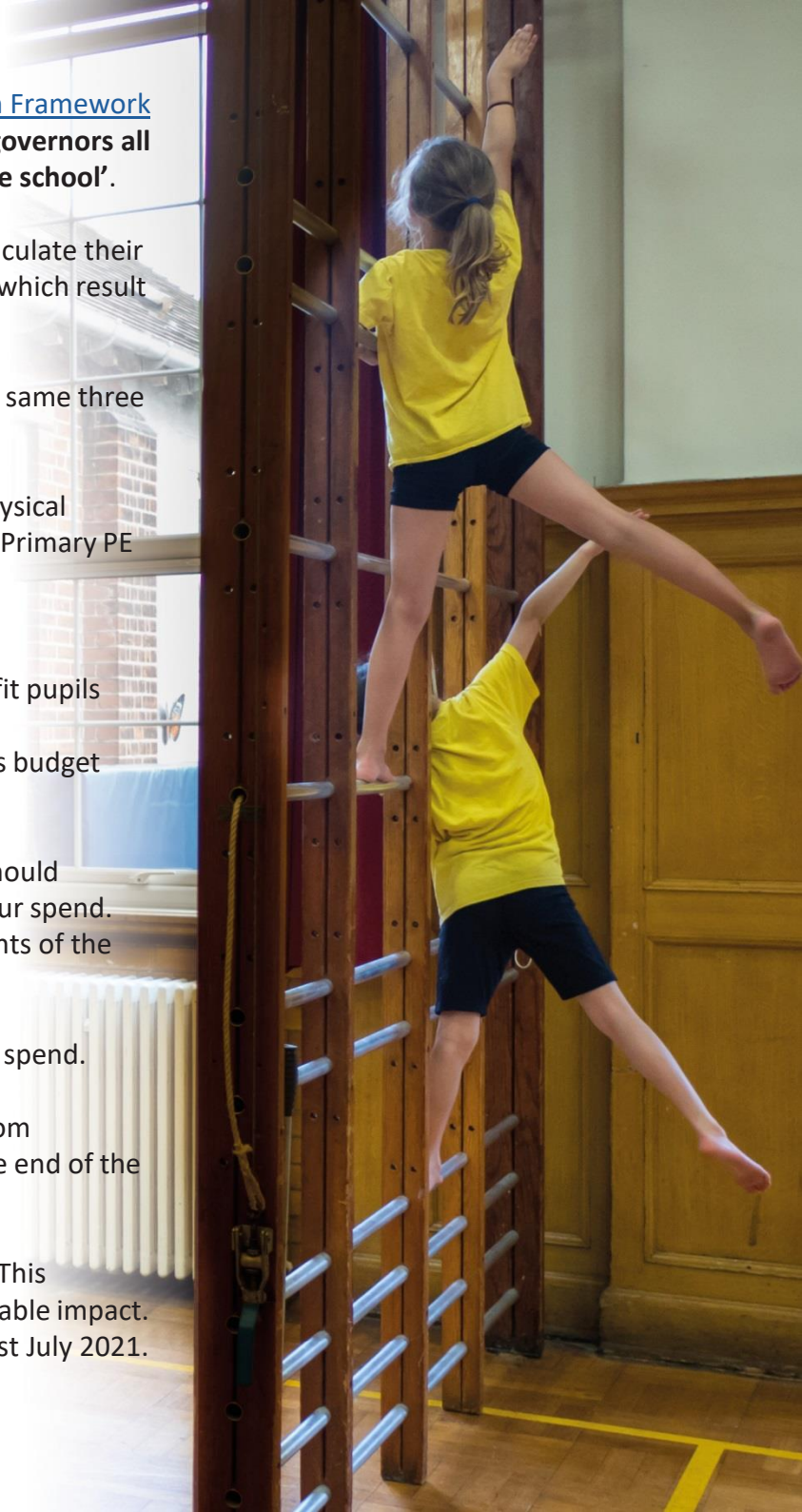
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Santa Dash- raised money for Yalding Foodbank</li> <li>• Key Stage 1 Nativity through Dance</li> <li>• Bikeability</li> <li>• Upgrade of EYFS area</li> <li>• PE uniforms</li> <li>• Cycling proficiency</li> <li>• New bikes for Early Years</li> <li>• Hollow blocks for EYFS to improve motor skills</li> <li>• Lunch time play leader- provision</li> <li>• Cheerleading club</li> </ul>	<ul style="list-style-type: none"> <li>• Increase intra and inter-house competitions.</li> <li>• Engage children in regular physical activity through the pedometers challenge. (Need to purchase pedometers)</li> <li>• Embed a Sports week (KS1 and KS2) to increase opportunities offered to pupils and develop awareness of different activities they could get involved in locally. Sports Week.</li> <li>• Audit Sports Equipment</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020      £1,620**  
**+ Total amount for this academic year 2020/2021    £17,060**  
**= Total to be spent by 31st July 2021                    £18,680**

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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><b>N.B.</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>	89%
<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>	89%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	89%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/<del>No</del></p> <p>To provide swimming sessions every week for 2 years to all pupils in years 3 and 4. Consequently as year 4 we achieved:</p> <p>68% pupils swimming 100m+</p> <p>42% pupils swimming 200m+</p> <p>32% pupils swimming 400m+</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: £18,680		Date Updated: July 2021	
<b>Key indicator 1:</b> 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: 41%
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:
Develop lunchtimes to enable more active involvement by all children.	PASS train Midday Meal Supervisors in term 1 to lead semi structured physical activities at lunchtimes covid-secure	PASS silver Package £6800	More active playtimes/lunchtimes contributing to 30 mins per day. Behaviour improvement at lunchtimes. Improved physical and mental well-being.	Monitor lunchtimes, are any children not involved? Monitor if staff need further training and ideas. Monitor if any new staff need CPD.	
	PASS to train Sports Leaders in Year 5 and 6. Autumn term onwards as curriculum based to give all children experience of leadership.		36 children involved in leadership and volunteering roles. Increased physical activity at lunchtimes. Improved physical and mental well-being.	When leaders are trained, create daily timetable and potential themes. Monitor effectiveness of programme and if leaders need more CPD as they move into different terms. Keep leaders motivated through rewards and recognition.	

Continue to engage and increase physical activity at play times.	Continue to replace and add to equipment for lunchtime physical activity.  Employed a lunchtime play leader	£309.25	More children physically active during the school day. Increased understanding about the importance of physical activity. More children completing 30 mins of physical activity a day. Improved physical and mental well-being	Ensure equipment and storage is well maintained and replaced where needed.  Children enjoying working alongside a highly enthusiastic adult especially football and basket ball.
Engage least active children in a targeted lunch club For e.g cheerleading in KS1 and KS2	Class teachers to identify children who did not attend extra-curricular clubs in previous year and were not engaging positively in PE lessons. Children are personally invited to attend and encouraged to get involved in small sessions to improve confidence.	PASS silver package £6800	Engaging more children who were not taking part in any extracurricular activities or engaging positively in PE lessons. Children will hopefully regularly attend and enjoy the sessions.	Pupil voicing – change activities and children as necessary to increase involvement and longevity of programme look at other activities such as; speed stacking, football, basketball.
Increased curriculum PE time with PE co-ordinator – extra hour of physical activity	Class teachers identified that Year 5 and 6 were requiring extra physical activity in term 4. This was a result of lack of exercise in term 3 because of Covid		Improve fitness and mental health. Engaging class positively in PE lessons.	Targeting children to complete the daily mile to improve fitness levels.
Improve fitness levels in Key Stage 2- the daily mile	Class teachers identified fitness levels were poor in KS2. This was a result of lack of exercise in lockdown.		Improve fitness and mental health	Monitor fitness levels and reward improved timings with merits and incentives.

<p>Engage least active children in KS1 in a targeted after school club</p>	<p>Class teachers to identify children who did not attend extra-curricular clubs in previous year and were not engaging positively in PE lessons. Children are personally invited to attend and encouraged to get involved in small sessions to improve confidence</p>	<p>£570</p>	<p>Improve fitness and mental health</p>	<p>Targeting children to improve fitness and mental health</p>
--	--	-------------	--	--

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>Following lockdown; Continue to encourage children to be aware of their own well-being and the impact this has on their physical and mental health.</p> <p>Make and improve links with local sports clubs to expose children to more opportunities and to promote the importance of physical activity, sport and PE.</p>	<p>Post covid – 15 mins per day in classes of wellbeing activities such as; mindfulness, dealing with worries and stress etc delivered by staff in school.</p> <p>Make contact with the following local clubs to request workshops in school and/or sessions at their club for children in Tonbridge and Malling area along with individual sports development teams. Maidstone F.C Yalding F.C Weald of Kent Gymnastics Hot Shotz Tennis, Horsmonden</p>	PASS Package £6800	<p>Well-being sessions to improve self-belief, dealing with stress. Whole school behaviour and focus in lessons</p> <p>To provide more opportunities and experiences for children to be active and join a club raising the importance and profile of sport and PE across the school.</p>	<p>Monitor through staff and pupil feedback.</p> <p>Shared posters, photos etc of local clubs to advertise sessions. Encourage more clubs to run taster workshops and sessions at 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:
Increase staff confidence, skills and subject knowledge to teach PE lessons effectively.	Teachers and support staff to work alongside PASS staff during PE lessons to upskill on a weekly basis.	Covered in PASS silver membership £6800.	Improved P.E provision across the school, more staff confident, increased subject knowledge and skills leading to higher quality PE lessons for the pupils.	Plan in place showing which staff will receive PASS support in which terms based on the areas they need most help. Monitor effectiveness through PASS impact reports. Monitor staff progress through drop ins/lesson observations by PE subject lead.
Staff to attend PASS PE training on a termly basis where appropriate.	Assign teachers/support staff to attend termly PASS training for specific sports/activities they are less confident in and feedback to colleagues.	PASS silver membership £6800.	Increased subject knowledge and confidence of staff attending. Improved quality of PE lessons following training.	Termly meetings, tasks fulfilled. Agendas set in advance.
Midday Meal Supervisors to receive training leading more active playtimes to increase physical activity levels and develop their confidence and knowledge to lead sessions and offer ideas.	PASS to lead training for Midday Meal Supervisors to support lunchtime active play Term 1. Organise lunchtimes to ensure maximum participation.	PASS silver membership £6800.	Midday Meal Supervisors have increased knowledge and skills following training. Increased amount of physical activity at lunchtimes. Improved behaviour at lunchtimes.	Monitor effectiveness of lunchtime sessions to see if more training is required for existing and new staff.

<p>PE subject lead to work with PASS PE specialist once per term on supporting the key priorities, monitoring projects, applying for awards and enrichment ideas.</p>	<p>Organise dates once per term. Create agenda Ensure key tasks are fulfilled. Term 1 &amp; 2.</p>	<p>PASS silver membership £6800.</p>	<p>PE subject lead gained in confidence in delivering her role effectively. New ideas gained to increase physical activity. Support in effective use of sports premium funding so children and staff benefit the most.</p>	<p>Continue to meet with PASS on a termly basis to ensure plans are well thought out, deadlines are met and new ideas shared.</p>
---	--	--	--	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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:
Additional achievements:  Introduce a variety of sports to the PE curriculum and lunchtime activities to ensure that it is broad, balanced and inclusive to all children.	Introduced – Tri golf and adapted scheme for Year 5 and 6. Purchase new equipment such as: badminton, cheerleading equipment- pom-poms, cones.	£38	To provide more opportunities for children to be active during school. Increase range of sports activities on offer to engage more children. Children more motivated to try new things and engaging regularly.	Monitor how well new sports/activities are being received by pupils and staff by verbal and written feedback. Monitor if staff need CPD on how to use new equipment effectively.
All children in Year 5 and 6 experienced a term of sports leadership to increase the number of children involved in leadership and volunteering roles in school and to develop confidence, communication skills and team work.	Subject lead to arrange when session will occur. PASS to deliver sessions in curriculum time.	PASS silver membership £6800.	Increased number of children involved in leadership within the school. Improved social dynamics as a class.	Trained leaders utilised as playground leaders to increase physical activity at lunchtimes and reduce behavioural issues.
Children in Year 3 and 4 enrichment day for tennis.	Class teacher arranged for external coach to deliver a full day of tennis to develop skills.	£140	Improved tennis skills and opportunity to improve knowledge and understanding of the game of tennis. Excellent CPD for class teacher. Improve physical and mental health, developing social team building skills.	Increased physical activity and improving team building skills.

Children in Years R-2 had opportunity to further develop tennis skills through an after school club.	PE co-ordinator arranged for external coaches to deliver tennis coaching after school for children in KS1 to develop skills.	£280	Improved tennis skills and opportunity to improve knowledge and understanding of the game of tennis.	Increased physical activity, knowledge and understanding of the game of tennis and improving team building skills
Children in EYFS developing motor skills by purchasing new equipment	New bikes help to support and develop gross motor skills in the youngest children.	£813.44	Bikes are being used in developing co-ordination, improving physical fitness and spatial awareness.	Developing co-ordination, improving physical fitness and spatial awareness.
Children in EYFS developing gross motor skills by purchasing new equipment	New hollow blocks for large building to develop gross motor skills in the youngest children.	£700	Hollow blocks are being used in developing co-ordination, improving physical fitness and spatial awareness.	Developing co-ordination, improving physical fitness and spatial awareness.
Developing EYFS area to improve overall body strength, balance, coordination and agility.	Develop early years outdoor provision and equipment available to help improve pupils gross motor skills.	£471.30	New equipment to improve pupils gross motor skills which will have impact on physical development of muscles used to support creativity in learning and develop the overall body strength, co-ordination balance and agility needed to engage successfully with future physical development	Improve physical coordination for the youngest pupils whilst providing greater enjoyment through physical activity outdoors.
Bikeability gaining practical skills and understanding how to cycle on today's roads for children in Years 5 and 6	Bikeability Level 1 aims to develop cycle handling in an off-road environment and prepare riders for cycling on the road Bikeability Level 2 will develop riders' skills and confidence for cycling on quieter roads	£216	To be able to identify and respond to hazards on the road. To be able to start and stop on-road journeys safely. Maintain suitable riding positions Share the road with others and communicate with other road users. Comply with signals, signs and road markings. Manage risk when cycling. Negotiate junctions (pass side roads, turn at T junctions, and crossroads and roundabouts if present).	Improved cycle safely and responsibility whilst travelling on the road and making journeys on bicycles. To inspire and excite children of all abilities about the benefits of cycling to them and the environment.

Key indicator 5: Increased participation in competitive 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:
Increase the number of intra-school competitions through running more lunchtime competitions to develop whole school challenge.	Employed a lunchtime play leader to increase intra-school competitions at lunchtimes All children in KS2 involved in weekly intra school competitions following what they have been learning in PE lessons during that term.	£1689.33	All children in KS2 involved in termly intra school competitions. Increased recognition of achievement across the school. Sense of wellbeing and teamwork embedded.	Monitor if staff need support in setting up intra house competitions. Monitor intra school competitions are being completed. Share and celebrate results in school assemblies and on school website. Increase to KS1 when appropriate.
Children to increase level of competition through taking part in Sports Day.	Children encouraged to practice at home and at school to beat personal best. Athletics skills taught in curriculum time.	£50 certificates	Achievements celebrated and shared in assemblies and school. Children more active at home and during playtime to improve personal bests. Children motivated to beat personal bests and know why this is important. Celebration certificates given out for first, second and third places in each competition.	Children encourage to beat personal best in and outside of school.



<p>KS2 Children competed in Gymnastics Core proficiency BAGA gymnastics awards.</p>	<p>Children developed key gymnastics skills and worked towards gaining interhouse awards in Core Proficiency BAGA gymnastics.</p>	<p>£21</p>	<p>Achievements celebrated in Sharing assembly. Improvement in skills and competency in gymnastics. Children could remember routines and improved balance, co-ordination and routines.</p>	<p>To further develop intra house competitions. To intra house competition to KS1 where appropriate.</p>
<p>Teaching staff wear PE clothes which represents the school ethos of always striving for improvement and attainment. To identify teachers at intra competition events and when teaching PE and Games lessons.</p>	<p>To be consistent with the expectations for the children.</p>	<p>£154</p>	<p>PE kit helped teachers feel more consistent with expectations of pupils. Role models for children modelling expectations to help children strive to achieve, to always push the boundaries.</p>	<p>Teaching staff are more recognisable at intra school events. Improvement in children wearing the correct PE clothing for physical education.</p>

Signed off by	
Head Teacher:	Paul Ryan
Date:	July 2021
Subject Leader:	Clare Bannon
Date:	July 2021
Governor:	Catherine Peerless
Date:	July 2021