

# 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](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. **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	£10,956
Total amount allocated for 2020/21	£19,522
How much (if any) do you intend to carry over from this total fund into 2021/22?	£19,905
Total amount allocated for 2021/22	£19,120
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£39,025

## 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><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 2020.</p> <p>Please see note above</p>	<p>%</p> <p>Swimming data was unattainable due to school swimming cancellations (Covid-19)</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>%</p> <p>Swimming data was unattainable due to school swimming cancellations (Covid-19)</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>%</p> <p>Swimming data was unattainable due</p>

	to school swimming cancellations (Covid-19)
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?	No, the non-swimmers would have had the opportunity to complete additional swimming lessons, however it was not possible due to COVID.

## 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: 19,522		Date Updated: 20.07.21		
<b>Key indicator 1: The engagement of all 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</b>					Percentage of total allocation: 58%	
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?:		
<ul style="list-style-type: none"> <li>Sufficient high quality equipment for PE provision</li> <li>Development of a school winter PE kit</li> <li>Increase the percentage of pupils attending extracurricular clubs and activities</li> <li>Develop Daily Mile</li> <li>Pupils participating in more activities during break time and lunch times</li> <li>Pupils to lead appropriate games and activities for their peers to be active.</li> <li>Target less active pupils to provide them with more opportunities to be active and learn about healthy lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>All lessons have access to professional and correct sized equipment, in every lesson.</li> <li>All children provided with a winter PE kit (tracksuit top and bottoms) *</li> <li>Create more opportunities for pupils to attend extra-curricular activities and clubs.</li> <li>Increase publicity of Daily Mile Run2Tokyo</li> <li>Create more opportunities for pupils to be more active at break and lunch times, e.g. equipment.</li> <li>Set up and develop sports ambassadors to lead and set up games and challenges for their peers and younger children across the school.</li> </ul>		£4000  £3500*  £200  £500  £200  £2000	This will be evidenced by: <ul style="list-style-type: none"> <li>- Analysis of extracurricular clubs</li> <li>- Pupil surveys</li> <li>- Activities and work celebrated in assemblies and displays</li> </ul>		Maintain the level of availability for pupils to attend extra-curricular clubs  Keep the sports ambassadors engaged.

	<ul style="list-style-type: none"> <li>External agencies to provide after- school extra-curricular clubs</li> </ul>			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 23%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:
<ul style="list-style-type: none"> <li>Pupils are more engaged in PE and sport, and create a positive relationship with PE and being active.</li> <li>Behaviour in PE and during break and lunch times is outstanding.</li> <li>Whole school approach to raise profile of PE</li> <li>Pupils, families and staff have opportunity to celebrate personal sporting achievements.</li> </ul>	<ul style="list-style-type: none"> <li>More rewards for participating in PE and clubs.</li> <li>Celebrate pupils sporting efforts and achievements in assemblies and display.</li> <li>Rewards for good behaviour at break and lunch times.</li> <li>Celebrate pupils, families and staff personal sporting achievements on school Twitter page.</li> <li>Plan and run an inclusive Sports Week, with special guests and activities.</li> </ul>	<p>£200</p> <p>£2000</p>	<p>This will be evidenced by:</p> <ul style="list-style-type: none"> <li>Pupils being celebrated in assembly each week.</li> <li>More followers on the Twitter page.</li> <li>Behaviour has improved at break and lunchtimes.</li> </ul>	<p>Maintain celebrating pupil's success and achievements in sport.</p> <p>Work with local club links to promote more opportunities to be active outside of school.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				12%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
<ul style="list-style-type: none"> <li>Teaching staff feel confident in their subject knowledge and ability to deliver high quality PE lessons.</li> <li>Embed the PE curriculum that is broad, engaging and inclusive for all and meets the requirements of the national curriculum.</li> <li>Teaching staff are confidently assessing the pupils progress in PE.</li> <li>PE Lead TLR wage contribution</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to attend training to deliver high quality PE.</li> <li>Subject leader to support teaching staff to confidently deliver the PE curriculum through team teaching and observations.</li> <li>Teachers have the opportunity to observe good practice and assessment.</li> </ul>	£2350 (TWKSSP Tier 3 package)  PE Lead TLR TLR 2c.	Teachers deliver well structured, sequenced lessons.  PE to be used as a cross curricular subject (Keeping Healthy Week)	Lessons
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				7%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Extra-curricular clubs to create more opportunities for pupils to participate in a range of sports and not be sport specific clubs e.g. football club.</li> <li>• Intra and inter-school competitions</li> <li>• Pupils and families consider how they travel to and from school to make it safer for all.</li> <li>• Pupils participating in additional activities at home</li> <li>• Additional swimming sessions for those in KS2 who haven't achieved swimming awards. Year 6 currently no swimming at the school.*</li> </ul>	<ul style="list-style-type: none"> <li>• Extra-curricular multi sports clubs to provide pupils with opportunity to participate in a range of sports: karate, dance, KS1 football.</li> <li>• Children participate in intra and inter-school competitions.</li> <li>• Bikeability to work with school to deliver programme to get more pupils and families cycling.</li> <li>• Pupils are challenged with different activities to try at home.</li> </ul>	<p>£12 per pupil (Y5/6)</p> <p>£1000</p>	<p>This will be evidenced by:</p> <ul style="list-style-type: none"> <li>o Pupil surveys</li> <li>o Sharing experiences in assemblies</li> <li>o Activities at home celebrated on Twitter</li> </ul> <p>Students will have access to a wider variety of sporting opportunities</p>	<p>Encourage more pupils to be active outside of clubs via local club links.</p>
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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:
<ul style="list-style-type: none"> <li>All pupils have regular opportunities to participate in intra sports events, e.g. House competitions. (Virtually during covid-19)</li> <li>More pupils have the opportunity to represent their school in inter sports competitions, virtually during Covid-19.</li> <li>At home challenges and events.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils participating in the virtual competitions and leagues led by the TWKSSP team</li> <li>PE lead to organise regular sporting house competitions during curricular and extra-curricular times</li> </ul>	As part of TWKSSP package (£2350)	Staplehurst entering virtual leagues and competitions celebrated on borough website and Twitter pages	Continue to enter leagues and competitions led by TWKSSP  Increase the number of followers on school Twitter page.

Signed off by	
Head Teacher:	Lucy Davenport
Date:	20.07.21
Subject Leader:	Joseph Smith
Date:	20.07.21