

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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

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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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"> • Opportunities for staff to develop knowledge and skills to teach PE • Increased participation in competitive sports and inclusive competitions • More opportunities for children to be active | <ol style="list-style-type: none"> 1. To improve the quality of teaching and diversity of the curriculum in order for all students to make regular and sustained progress in PE 2. To increase opportunities for participation in a range of extracurricular and competitive activities and events. 3. Raise the profile of PE and sport across the whole school to promote leading a healthy active lifestyle. |

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

| Academic Year: September 2020 to March 2021 | | Total fund carried over: £10,956 | Date Updated: 08.02.21 |
|---|---|--|--|
| What Key indicator(s) are you going to focus on? | | | Total Carry Over Funding: £10.956 |
| Intent | Implementation | | Impact |
| <p>Your school focus should be clear how you want to impact on your pupils.</p> <ul style="list-style-type: none"> Sufficient high quality equipment for PE provision Development of Daily Mile Offer greater extra-curricular activities Raise profile of PE across school | <p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> Restock equipment so all lessons have access to professional and correct sized equipment, in every lesson. Purchase TT tables Intrdocue winter PE kit Repaint lines and tracks, plus introduction of Run2Tokyo. External companies to run clubs for all age groups Introduce staff PE uniform to be worn when teaching | <p>Carry over funding allocated:</p> <p>£3500</p> <p>£2250</p> <p>£3000</p> <p>£500</p> <p>£1000</p> <p>£900</p> | <p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <ul style="list-style-type: none"> Children are able to access high quality, professional equipment for their lessons All children engaged in regular physical activity All pupils able access a wider variety of activities Children understand <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> The engagement of <u>all</u> pupils in regular physical activity Children live healthy active lifestyle Children have wider experiences and develop cultural capital Healthy and safety |

| | | | | |
|--|----|--|-------------------------|-----------|
| | PE | | expectations of uniform | developed |
|--|----|--|-------------------------|-----------|

| | |
|---|--------|
| Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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? | Yes/No |

Due to Covid-19, swimming at Staplehurst has been postponed. We are hoping to have KS2 access the swimming curriculum in Summer term and will therefore be able to report on current swimming data for 2020-2021 cohort.

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: 04/01/2021 | |
|---|---|--|---|--------------------------|---|
| <p>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</p> | | | | | 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"> Sufficient high quality equipment for PE provision Development of a school winter PE kit Increase the percentage of pupils attending extracurricular clubs and activities Develop Daily Mile Pupils participating in more activities during break time and lunch times Pupils to lead appropriate games and activities for their peers to be active. Target less active pupils to provide them with more opportunities to be active and learn about healthy lifestyles. | <ul style="list-style-type: none"> All lessons have access to professional and correct sized equipment, in every lesson. All children provided with a winter PE kit (tracksuit top and bottoms) Create more opportunities for pupils to attend extra-curricular activities and clubs. Increase publicity of Daily Mile Run2Tokyo Create more opportunities for pupils to be more active at break and lunch times, e.g. equipment. Set up and develop sports ambassadors to lead and set up games and challenges for their peers and younger children across the school. External agencies to provide after-school extra-curricular clubs | <p>£5000</p> <p>£3500</p> <p>£200</p> <p>£500</p> <p>£200</p> <p>£2000</p> | <p>This will be evidenced by:</p> <ul style="list-style-type: none"> Analysis of extracurricular clubs Pupil surveys Activities and work celebrated in assemblies and displays | | <p>Maintain the level of availability for pupils to attend extra-curricular clubs</p> <p>Keep the sports ambassadors engaged.</p> |

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Supported by:



| 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: |
| <ul style="list-style-type: none"> Teaching staff feel confident in their subject knowledge and ability to deliver high quality PE lessons. Embed the PE curriculum that is broad, engaging and inclusive for all and meets the requirements of the national curriculum. Teaching staff are confidently assessing the pupils progress in PE. PE Lead TLR wage contribution | <ul style="list-style-type: none"> Teachers to attend training to deliver high quality PE. Subject leader to support teaching staff to confidently deliver the PE curriculum through team teaching and observations. Teachers have the opportunity to observe good practice and assessment. | £2350 (TWKSSP Tier 3 package) PE Lead TLR TLR 2c. | | |
| 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>Additional achievements:</p> <ul style="list-style-type: none"> • 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. • Intra and inter-school competitions • Pupils and families consider how they travel to and from school to make it safer for all. • Pupils participating in additional activities at home <p>• Additional swimming sessions for those in KS2 who haven't achieved swimming awards. Year 6 currently no swimming at the school.*</p> | <ul style="list-style-type: none"> • Extra-curricular multi sports clubs to provide pupils with opportunity to participate in a range of sports: karate, dance, KS1 football. • Children participate in intra and inter-school competitions. • Bikeability to work with school to deliver programme to get more pupils and families cycling. • Pupils are challenged with different activities to try at home. | <p>£1000</p> <p>£12 per pupil (Y5/6)</p> <p>£2000</p> | <p>This will be evidenced by:</p> <ul style="list-style-type: none"> ○ Pupil surveys ○ Sharing experiences in assemblies ○ Activities at home celebrated on Twitter | <p>Encourage more pupils to be active outside of clubs via local club links.</p> |
|---|--|---|--|--|

| 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"> All pupils have regular opportunities to participate in intra sports events, e.g. House competitions. (Virtually during covid-19) More pupils have the opportunity to represent their school in inter sports competitions, virtually during Covid-19. At home challenges and events. | <ul style="list-style-type: none"> Pupils participating in the virtual competitions and leagues led by the TWKSSP team PE lead to organise regular sporting house competitions during curricular and extra-curricular times | 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. |

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| Signed off by | |
| Head Teacher: | L Davenport |
| Date: | 09/02/2021 |
| Subject Leader: | Joseph Smith |
| Date: | 09/02/21 |