

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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 2020** 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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need: Academic year 19/20 – to be added to 20/21 Academic year.
<ul style="list-style-type: none"> • Excellent outcome with swimming, with only 3 year 6's not achieving 25metres. All children in year 6 experienced 2 sessions of personal survival. • CPD – delivered to all staff. • Children in years 3-5 attended a real cricket match at The Spitfire Ground St Lawrence, they also received coaching from Kent County Cricket club coaches. • Broad range of clubs offered T1-T6 for all age groups. • Increase in the amount of competitions attended against other school. • Continued to develop schemes of work for use by school staff. 	<ul style="list-style-type: none"> • Continue to provide CPD to teachers. • Provide CPD and support for NQT's that start in September. • Continue to write and develop schemes of work for PE. • Provide CPD – for lunch time supervisors / LSA's to support with lunch time activities, active 30. • To increase competition against other schools, hosting competitions against schools in our local area. • Continue to increase the cycling provision within school, introduction of level 1 Bikeability to year 4, partly funded by PE premium. • To develop wake and shake more staff to deliver these sessions. • Improve use of PE journals in school. • Increase the number of extra-curricular clubs by training LSA who has real enthusiasm for sport, coaching courses. • Provide further opportunities for children to experience sport at a higher level.

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	<p>Currently: 70%</p> <p>End of Year: 23/33 swim 25metres</p> <p>Percentage: 70%</p> <p>End of term 5: 10 yr6 swam in T1 and improved; however swimming cancelled due to COVID-19 Pandemic.</p> <p>Therefore 23/33 achieved 25metres. Percentage 70%.</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>Currently: 70% End of Year: 23/33 swim 25metres Percentage: 70% End of term 5: 10 yr6 swam in T1 and improved; however swimming cancelled due to COVID-19 Pandemic. Therefore 23/33 achieved 25metres. Percentage 70%.Extra swimming lessons in T4 and T5 cancelled due to COVID-19 pandemic.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>All year 6 children will complete 2 sessions of personal survival at end of T5 – Cancelled due to COVID-19 pandemic.</p>
<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>	<p>Yes – On completion of year 6s T1 swimming lessons, children who have not achieved 25m will attend further swimming lessons in T4 and 5 to ensure they reach 25m.</p> <p>Further swimming lessons cancelled due to COVID – 19 pandemic.</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: 2019/20		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:
1. Develop playground activities – encourage more active playtimes for all pupils.	<ul style="list-style-type: none"> Develop a rota of activities to be offered for KS1 and KS2 pupils. PE lead to train midday meal supervisor's in delivering different lunchtime activities. Maintain level of equipment to ensure a wider variety of activities offered to all pupils. 	£400.00	<ul style="list-style-type: none"> More pupils are engaged in a physical activity during their lunchtimes. Regular discussions with midday meal supervisor's to discuss what is going well / what needs development. Behaviour improvement, less accidents on the playground. Links with government outline Active 30 – all children should be offered an extra 30 minutes per day of physical activity. New equipment to purchase (ensure equipment levels kept to a good level, so activities can be offered). 	<ul style="list-style-type: none"> To continue to monitor the lunchtime activities for whole school. Ensure wide variety of activities offered. Offer further training where needed. Continue to expand equipment available for lunchtimes. Develop rota ready for September towards end of term 6. 5 Minute brain activator between lessons – this could link to subject (Use Supermovers – Premier League BBC sport, maths and literacy), or completely separate e.g Mile a week (3

<p>2. Re-subscribe to Sports Leaders UK – train pupils within the school to deliver activities at lunchtime to engage more young people in activity.</p>	<ul style="list-style-type: none"> • Re-Subscribe to Sports Leaders UK. • Train sports leaders Term 2 in core PE lessons (6 hours), ready to start in Term 3. • Provide equipment and games for Sports Leaders to use during lunchtime with lower key stage 2. • Rota for Young leaders created to fit around what they are doing in their lunchtimes. • Train LSA whilst training year 5, so support offered to pupils when they begin leading rest of school. 	<ul style="list-style-type: none"> • Annual Licence to Sports Leaders UK £48. 	<ul style="list-style-type: none"> • Year 5 qualified sports leaders, competent to lead other children in activities. Completed – Term 2 Time table made - this may change Sept 2020 as they may have other responsibilities in school. • LKS 2 activities being offered by young leaders. • Support offering of Active 30 for all children across the school. • AW to monitor numbers participating in play leader activities – didn't take place due to COVID-19 Pandemic. • AW to support play leaders offering activity – T1-4, T5 and T6 pupils not in school due to COVID-19 Pandemic. 	<p>laps of playground per day).</p> <ul style="list-style-type: none"> • Activities are taking place generally everyday. • Change monitoring for these activities. LSA and lunchtime supervisors to monitor participation in these activities. • Following monitoring by AW discuss future ideas for lunchtime activities - monitoring didn't take place due to school closure. COVID-19 Pandemic. • Discussion needed to be had with Head teacher to discuss how we are going to offer lunchtime activities safely to children – Meeting took place 16/07/2020, PE moving forward in September – see new plan PE lead to write by end of September 2020.
<p>3. To improve the playing fields accessibility for PE lessons and all times in the school day (lunchtimes and afterschool).</p>	<ul style="list-style-type: none"> • Hire toilets for field during terms 5-6 so that all pupils can access the field. 	<ul style="list-style-type: none"> • £50/week plus delivery and collection costs. 	<ul style="list-style-type: none"> • This was a huge success last academic year, with the field regularly used throughout the week. • Continue regular use of the school field. • To enable full length PE lessons to take place on the 	<ul style="list-style-type: none"> • Look to put a more permanent arrangement on the school field. • Due to COVID-19 Pandemic hire toilets were not hired. • This money will be carried over into next 2020-2021 budget.

4. Wake and Shake	<ul style="list-style-type: none"> • PE lead to train more staff to deliver the sessions at the start of the school day. • Review what children and staff thought about the activity. 		<p>field for all year groups as they won't have to need to walk back to school to go to toilet which requires a minimum of 2 adults.</p> <ul style="list-style-type: none"> • Monitor usage by classes. • All children encouraged to participate as they come into school. • Measure the impact upon learning are children more focused and energised, ready to learn. 	<ul style="list-style-type: none"> • Introduce wake and shake every morning where viable. • Provide alternatives should the weather be bad, access the activity in the classroom. • Link with SEN – Sensory circuit. Waking up session – big success, supports by providing the activating section of the circuit. • Ensure all staff are competent in leading the session. • Discussions needed with head teacher - how can we successfully deliver wake and shake in the morning before school - Meeting took place 16/07/2020, PE moving forward in September – see new plan PE lead to write by end of September 2020.
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>1. To install new playground equipment and markings to enhance the physical, social and emotional well-being of pupils.</p> <p>2. Sustainable use of the school field. Allowing all children and classes to access the school field for PE lessons all year round. Shelter is provided from different weather fronts ensuring children safety. Toilets are accessible, no walking back to school to the toilets.</p>	<ul style="list-style-type: none"> • Re-development of the school playground / playing field following the construction of the new school. • To install a shaded area on the school field, including picnic benches and storage for PE equipment. 	Carried over from 2019/2020	<ul style="list-style-type: none"> • Monitoring of pupils behaviour and number of accidents that occur. • LSA and staff feedback once playground in use. • Once built, monitor field usage for PE. • Increased use by all year groups. • Increase accessibility for lunch time clubs. 	<ul style="list-style-type: none"> • Due to the build still not commencing, money carried over to next academic year – build has now commenced, money will need to be carried over to 2020-2021 budget. • Further discussions have been had; unfortunately this is still not viable and is not cost effective. • Trees looking to be the most viable option. • Storage a possibility – needs looking into further – link to new build and moving storage container. • Due to COVID-19 Pandemic field discussions not taken place with regards to picnic benches – needs to be discussed in September with Head teacher - Meeting took place 16/07/2020, PE moving forward in September – see new plan PE lead to write by end of September 2020.

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:
<ol style="list-style-type: none"> 1. To provide all children with high quality PE and promote a healthy lifestyle. 2. To develop teacher's knowledge, skill base, understanding and ability to teach a variety of sport. 3. Ensure staff are confident with the use of the new PE assessment framework and planning for development within their PE lessons. 	<ul style="list-style-type: none"> • To ensure the PE co-ordinator is highly skilled and can mentor teachers to gain confidence in teaching all aspects of PE. • PE coordinator to monitor lessons regularly observing the use of the new framework, supporting staff with its implementation and assisting with planning for development if required. • Training for staff within school using new assessment format developed by PE lead. • Training for all staff within school – sport specific, T1,2,3 and 6. Improve subject knowledge and confidence when delivering PE. • CPD through staff meetings, whole staff to choose an area that they would like to improve 		<ul style="list-style-type: none"> • PE lead to deliver assessment CPD on new format for school assessment. (Cognitive, social and emotional and physical), a tick sheet for staff for end of year. • PE lead to continue to write schemes of work for different areas in PE for all year groups including EYFS for all teachers to use. • PE lead supporting teachers with PE lessons. • Staff more confident in sports they are less confident in. • Good observations of teachers following CPD. • CPD delivered to Years 3-6, including assessment and observations. • CPD to years 1-2 not completed due to becoming full time teacher in class 3. • EYFS – support not given due to COVID-19 pandemic. 	<ul style="list-style-type: none"> • PE Lead to deliver 6 week CPD blocks to all classes within the school to ensure teachers are competent in the delivery of their chosen area. To continue to support staff in 2020-2021, CPD in different area of PE. • New Assessment format to be continually monitored. • New staff to receive training of assessment documentation and support in using the assessment sheets for PE. • Deliver CPD to LSA's where required. • Whole staff training on skipping to be delivered. Meeting took place 16/07/2020, PE moving forward in September – see new plan PE lead to write by end of September 2020.

<p>4. Develop and improve pupils understanding within PE, ensure that they meet more National Curriculum assessment criteria for PE. Through more accurate peer and self-assessment.</p> <p>5. Aid teachers by providing visual evidence that can be used to make more informed decisions about pupil assessment.</p>	<p>their understanding. PE lead to deliver.</p> <ul style="list-style-type: none"> To develop the use of ICT within Physical Education. National Curriculum – Assessment focus. Teachers will use of PE camera to film pupils performance, this can be used to support assessment of pupils in PE. New laptop to be purchased so that instant feedback can be given to pupils following being videoed on the camera. These can be used to model the correct anatomy of movement; pupils can then film each other and compare their performance with this. Improving peer and self-assessment in lessons. 	<ul style="list-style-type: none"> Printing of journals – A3 folders. £33.30. £9.45 ream of paper. Copying 10 pence per journal. Total cost of printing = 70pence. PE laptop purchased to support with this cost £500.00. 	<ul style="list-style-type: none"> Teacher will have evidence on shared area, photographs and videos of pupils performance. More accurate assessment in PE. PE Journal in class. 	<ul style="list-style-type: none"> Staff meetings. Continue to write Schemes of work for all teachers to use. New laptop purchased for PE sessions for whole school usage, in September. Journals printed for each class, teachers and PE specialist to start using them. Some evidence of use, but not by all classes, need to discuss the effectiveness with Head teacher, how can we make this easier and less time consuming for staff? - Meeting took place 16/07/2020, PE moving forward in September – see new plan PE lead to write by end of September 2020.
---	---	---	---	---

6. To continue to develop the PE leads subject knowledge to enhance PE within the school offered to pupils.	<ul style="list-style-type: none"> Leading your PE to outstanding following the new Ofsted Framework – course booked 24th January. Annual PE conference to be attended 30th January 2020. What should PE look like under the revised Ofsted framework. Looking at the new Ofsted framework in place. 	<ul style="list-style-type: none"> Supply cover. 	<ul style="list-style-type: none"> Develop PE leads subject knowledge. Look at ways to implement new relevant ideas. Meet with AWD – discuss outstanding PE and the ways forward. AW – LSA with great interest in PE attended due to PE lead class commitments. 	<ul style="list-style-type: none"> Meet with AWD – discuss outstanding PE and the ways forward. Discuss new framework. Possible meeting to feed back to staff following meeting with AWD. PE is at a good standard within school. However changes will need to be made following the COVID-19 pandemic to ensure that children get the best from PE. Discussions with Head teacher T6 and moving forward to 2020-2021. Meeting took place 16/07/2020, PE moving forward in September – see new plan PE lead to write by end of September 2020.
---	--	---	---	---

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>3. LSA with great interest in PE to attend coaching courses so that more clubs can be offered to children within the school.</p>	<ul style="list-style-type: none"> Gymnastics Key stage 2 mixed. Term 1 and 2. Tri Golf Club – Year 3-4 Term 3 and 4. Multi skills club yr R, 1 and 2. Term 3 and 4. Fitness Club yrs 3-6 mixed. Athletics Club – Year 1-6 Terms 5 and 6. Year 3-6 Rounders / Cricket Term 5 and 6 Gymnastics club EYFS KS1. 10 weeks Term 5 and 6. Tennis club – to run at lunchtimes. <ul style="list-style-type: none"> PE lead to work closely with LSA to develop his subject knowledge in PE. PE lead to source coaching courses in different sports, to enable LSA to lead extra-curricular clubs without having to be with a teacher. PE lead to monitor LSA 	<ul style="list-style-type: none"> Cricket coaching course – Level 2 Cost £600.00 Athletics coaching course TBC. UK 	<p>development in Gymnastics.</p> <ul style="list-style-type: none"> Tri-golf had good attendance – not full capacity. Fitness – had good attendance but not full capacity. Multi-skills good attendance but not full capacity. Clubs in T4 – were cut short and in T5 and T6 did not take place due to COVID -19 pandemic. All clubs are monitored on registers to see regular attendance and monitor participation. <ul style="list-style-type: none"> LSA currently supporting a number of different extra-curricular activities in school to build confidence with leading and coaching children. More adult led clubs at lunchtime. Young leaders have good connections with LSA as class LSA so can easily be monitored 	<ul style="list-style-type: none"> Gymnastics was at full capacity, there was also a waiting list. Discussions with Head teacher - which sports to offer in T3 and T4 as these were not attended as well as they could have been. Meeting took place 16/07/2020, PE moving forward in September – see new plan PE lead to write by end of September 2020. Ask the pupils & parents what they want? – Moving forward September. Summer sports to remain the same as these are normally over-subscribed too. Volunteer – Wed pm + Mon pm – September 2020. LSA has supported 3 clubs during terms 1 and 2. Training of young leaders taken place – LSA confident and understands the Young Leader role – completed T3 2020. Cricket coaching cancelled due to COVID-19 Pandemic, on waiting list
---	---	--	---	---

<p>4. Attend a professional game, so children can improve their understanding of professional sport, how it is organised and the diversity.</p>	<p>development and support where needed.</p> <ul style="list-style-type: none"> • PE lead to deliver training to young leaders and LSA who will monitor and support them when they begin to lead others at lunchtime. • First aid course to be attended, as LSA supporting clubs within the school. • LSA to run lunchtime games area on upper KS2 on playground. 	<p>Athletics?</p> <ul style="list-style-type: none"> • First Aid course. 	<p>and supported.</p>	<p>for new course once they are being delivered again. Money to be carried over to next academic year 2020-2021.</p> <ul style="list-style-type: none"> • First aid completed – both LSA and PE lead completed 3 day first aid at work and paediatric first aid. • UK – Athletics course were unavailable, however available for September. Now require 3 different courses to be able to coach independently. Head teacher meeting discussed not a good use of resources. Alternative coaching courses to be looked at.
	<ul style="list-style-type: none"> • PE lead contacted by Basketball England. • Discuss with Head teacher. • Tickets to be booked for 70. • Coach booked for 70. • Letters and flyers to parents. 	<ul style="list-style-type: none"> • Cost £1000.00 Staffing, Tickets. • Cost of coach to be paid by those attending. £700.00 	<ul style="list-style-type: none"> • Children get the opportunity to see 2 live Basketball playoffs at the O2 arena. • Children experience what a professional game of Basketball is like. • Develops pupils PSHE understanding and how diverse sport is. • Develops good sportsmanship and understanding of being part of a team. • Understand the different roles within a team including the 	<ul style="list-style-type: none"> • Due to COVID-19 Pandemic this event was cancelled – money to be carried over to 2020-2021 Sports Premium budget.

			<p>professionals behind the scene (coaches, managers etc).</p> <ul style="list-style-type: none">• Gain an understanding of how sport is greater than participation and offers many opportunities within the wider working world.• Quality family time.	
--	--	--	--	--

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:
1. Increase the participation in both intra and inter schools sports competition.	<ul style="list-style-type: none"> New personal best book created for years 1-6, looking at 6 different sports over the year, they compete against each other (intra competition) and create a personal best which they can try and improve upon each year. Create a calendar of dates for different sports competitions against partnership primary schools (inter competition). Organising competition. Hosting. Running the event. Certificates, medals etc. At end of fitness unit of work – pupils to compete in Primary Fitness Challenge. 	£350.00 approx for primary fitness activity. Medals / trophies for inter school competition.	<ul style="list-style-type: none"> All children participating in 6 intra competitions a year, monitored by PE Lead. Competitions organised and local primary schools attend increasing the opportunity for inter competition. Monitor numbers of children participating in inter competition. Primary Fitness - KS1 multi skills and SAQ (Speed, Agility and Quickness), KS2 Fitness unit of work. Intra/Inter competition. 	<ul style="list-style-type: none"> Agree a calendar of events at the end of term 6 prior to next academic year. Look at increasing numbers attending competition – more availability in clubs, A and B teams. Get more staff on board to support events. Monitor participation of other schools to competitions. Many competitions cancelled due to COVID-19 Pandemic. Discuss ways forward, introduction of more virtual competitions – discussions with head teacher - Meeting took place 16/07/2020, PE moving forward in September – see new plan PE lead to write by end of September 2020.

Due to COVID-19 pandemic many different areas of the Sports Premium have been impacted – any expenditure that has not been used will be carried over into next year's Sports Premium Budget.

Signed off by	
Head Teacher:	Mrs Alison Waller-Davies
Date: 16.07.20	<i>A. J. Waller-Davies</i>
Subject Leader:	Mrs Jacqueline Frost
Date: 16.07.20	<i>J.W. Frost</i>
Link Governor:	Mrs Louise Wickenden & Mr Paul Edwards
Date:	<i>L. Wickenden</i> <i>P. Edwards</i>