

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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£5,046.66
Total amount allocated for 2020/21	£22,230.66
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£17,190.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,190.00

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>All children will have 2 specific weeks set aside for them in term 5, where they will learn personal survival skills. This will be taught in pools suitable for the individuals, so no child is out of their depth. 100% children attended this.</p> <p>Achieved at least minimum requirement of 25metres.</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 2022.</p> <p>Please see note above</p>	<p>16 of 29 children have achieved 25metres or more.</p> <p>55%</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>Currently 16 out of 29 children can swim a range of different strokes.</p> <p>55%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% (29) children.</p>

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	This was completed at Maidstone Leisure, who went through different scenarios to explain rescue techniques and how to be safe.
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

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:	Date Updated:	
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:
				%
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 and encourage active playtimes for all pupils – using the new playground equipment.	<ul style="list-style-type: none"> PE Lead to write risk assessments for all new equipment once installation complete. PE Lead to train children and all staff including MDS on the new equipment, both on the playground and the field, to ensure that children have safe playtimes. Write timetables for break time and lunch times to ensure all classes have a time allocated for them to use outdoor playing areas. Identify what each piece of equipment develops for the individual child. 	Contribution to teacher's salary	<ul style="list-style-type: none"> Pupils will know how to use the equipment safely. Staff will be competent and happy for children to use and play on the equipment. All children will have the opportunity to use the equipment. Children's development can be monitored with regards to: (this to be written linking with bullet point 4 on implementation). Particularly, linking to fundamental movement skills for EYFS. Links with government outline for Active 30 – all children should be offered an extra 30 minutes per day of physical activity. 	<ul style="list-style-type: none"> Monitor equipment. Ensure it is being used safely. Ensure new children are trained and use the equipment safely. Provide training for new staff and update where needed for other staff. Write timetables – this to be updated each year as the school expands. EYFS and Year 1 to be provided with a list of areas of personal development for children to help with assessment. Go through gym equipment scheme of work for KS2 Cont' work on active 30min.

<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 3 in core PE lessons (6 hours), ready to start next academic year. • 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. • AW to monitor numbers participating in play leader activities. • AW to support play leaders offering activity – T1-6. 	<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 by Term 4 • LKS 2 activities being offered by young leaders. • Support offering of Active 30 for all children across the school. 	<ul style="list-style-type: none"> • Year 5 trained T3/4 completed training and are competent in leading and ready to lead in September. • Brief re-cap September 2022 with year 6's to refresh how to be Sports Leader, expectations, how to access support. • Refresher with LSA responsible for play leaders – meeting to discuss expectations, monitoring and support of leaders. • Train new year 5's Term 3/4 2023.
<p>3. Brain breaks - New equipment, as well as mini brain breaks during lessons.</p>	<ul style="list-style-type: none"> • PE lead to carry out research on the affects that brain breaks has upon the child. • Feedback to headteacher and staff during staff meeting. • Staff to receive training on equipment and provide opportunities for brain breaks throughout the day. • Ideas could include use of the new equipment, mini brain breaks linked to subjects e.g. 'Supermovers', skipping, sensory circuits. 	<p>Contribution to teacher's salary</p>	<ul style="list-style-type: none"> • All children encouraged to participate. • Help to improve children's well-being. • Engage children more in their learning, by preparing them for lessons, waking their brains up. • CPD – has been delivered throughout T6 by PE lead to whole school staff during whole school 'Wake and Shake' sessions. 	<ul style="list-style-type: none"> • This is work in progress – many teachers are now using brain breaks in class and using 'Supermovers' for Maths and English. • School continuing to develop 'Wake and Shake', with the aim that this happens for 10 minutes twice a day – new timetable will need to be written by PE lead. • Different staff to lead 'Wake and Shake' Sessions on the playground from September '22.

4. 4. To improve the playing fields accessibility for PE lessons and all times in the school day (lunchtimes and afterschool).	<ul style="list-style-type: none"> Research the cost of Portaloos to buy. Research the cost of cleaning the Portaloos once per week during term time, toilets to be cleaned on the last day of each term prior to school holiday for hygiene purposes. Install permanent base for Portaloos to be fastened to. 	£1,120.00 – for general maintenance.	<ul style="list-style-type: none"> This has been a huge success since 2018/2019, 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 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. Plan to use the field for Term 5/6 lunchtimes. 	<ul style="list-style-type: none"> Lunchtimes have gone well, perhaps look at changing who uses the field - 2 sessions KS1 and 3 for KS2. Discuss with Head teacher.
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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:
%

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. To install new playground markings to enhance physical, Social and emotional well-being of children.	<ul style="list-style-type: none"> Continue to work on the re-development of the school playground following the completion of the new school build. 	Contribution to teacher's salary.		<ul style="list-style-type: none"> This will all need to be carried over – due to different issues regarding the surface of the playground and drainage issues.
2. To identify the importance of outdoor learning and how this can impact on a child's development	<ul style="list-style-type: none"> Research impact of outdoor learning on children. Provide CPD to staff to identify 	Contribution to teacher's salary.		

across whole curriculum.	<p>the importance of outdoor learning.</p> <ul style="list-style-type: none"> • Identify ways in which outdoor learning can be used across the whole curriculum. • Support staff with the implementation of outdoor learning in their lessons. • Complete own research showing impact of outdoor learning and being active upon children's learning. 			
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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 teachers' knowledge, skill base, understanding and ability to teach a variety of sport. 3. Ensure staff are confident with 	<ul style="list-style-type: none"> • To ensure the PE lead is highly skilled and can mentor teachers to gain confidence in teaching all aspects of PE. • PE lead to monitor lessons regularly observing the use of the new framework, supporting staff with its implementation and assisting 	Contribution to teacher's salary.	<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 where requested or a new sport is 	<ul style="list-style-type: none"> • PE lead to carry out staff questionnaire to find out strengths, areas to improve and what staff would like as CPD for new academic year. To support them in their professional development. • Write Schemes of work for

<p>the use of the new PE assessment framework and planning for development within their PE lessons.</p> <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>with planning for development if required.</p> <ul style="list-style-type: none"> • 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 their understanding. PE lead to deliver. • National Curriculum – Assessment focus. 		<p>introduced.</p> <ul style="list-style-type: none"> • PE lead supporting teachers with PE lessons. • Staff more confident in sports they were less confident in. • Good observations of teachers following CPD. • New Age Kurling – Whole staff CPD delivered Term 3 – all teachers then led their class in New Age Kurling linked with Winter Olympics. • CPD delivered to Dormice, Rabbits, Squirrels, Dragonflies, Squirrels and Hedgehogs, Lizards and Owls. • Key Skills documents written to support staff in showing the progression of PE through the different year groups and what they need to be achieving by the end of the academic year. • Teacher will have evidence in PE journals, photographs of pupils' performance. • More accurate assessment in PE. • PE Journal in class. • Develop PE lead's subject knowledge. • Look at ways to implement new relevant ideas. 	<p>tennis, to include KS1 (linked with new equipment) following CPD.</p> <ul style="list-style-type: none"> • CPD delivered to new staff starting in September 2022. • CPD for assessment of for new staff – Sept' 2022. • Deliver whole staff meeting CPD on areas where staff as whole identified support needed – book in dates Sept' 2022. • PE Lead to monitor PE more vigorously – setting deadlines for assessments to be handed to her for whole school assessment document. • Discuss ways to see the children's PE journey through school –PE journal huge commitment on top of everything else. Felt it wasted valuable PE teaching time. • Possible KS2 to complete own journals to ease teachers' workload? Staff meeting.
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5. To continue to develop the PE leads subject knowledge to enhance PE within the school offered to pupils.	<ul style="list-style-type: none"> Possible PE courses – virtual PE lead to be vigilant. Annual PE conference - TBC 	<ul style="list-style-type: none"> Supply cover. £TBC - course. 	<ul style="list-style-type: none"> Take the 	<ul style="list-style-type: none"> Attend PE conference 2022-2023, as did not attend this year.
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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> <p>1. Cycle Ready programme – to provide pupils in Year R with the opportunity to learn how to ride a bike, (life skill). (2020-2021).</p> <p>2. Bikeability programme – Year 4's Level 1. (2021-2022)</p>	<ul style="list-style-type: none"> Dates booked for Balance ready session and cycle ready session. 2021-2022. Dates booked for 2021/22. 	<p>Balance ready session £150 plus Cycle session @ £600.00 (2021-2022)</p> <p>Partial Funding – Children pay £10 contribution. £300.00 per day</p>	<ul style="list-style-type: none"> Cycle circle programme introduced in 2016-2017 teaches children in year R how to ride a bike unaided. Cycle ready team provide training for pupils and monitoring sheets, for balance session and cycle ready sessions, identifying those pupils that can ride a bike. 2021/2022 Children (Year R) 44 children took part completed April 2022. Prepare themselves for a journey – I know I am ready to ride, check my clothes, check and fit my helmet. ABCD – check my bike is ready 	<ul style="list-style-type: none"> Book Sessions for 2022-2023 Summer Term. 28 of the 44 children that took part were able to ride a bike successfully after completing the training. Perhaps consider investing in further balance bikes as school is growing and there are only 4 bikes for the year group. Book Session for 2022/2023 June 2022. This was a huge success again this year with all 26 achieving the Level 1

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		(2020-2021) Year 4	<p>for the journey – know the main parts of the bike, check the tyres, brakes, handlebars, check the bike is the correct size.</p> <ul style="list-style-type: none"> • Start and Stop – Set off, slow down and stop – get on the bike, sit securely, look for hazards, set pedals, set off, brake smoothly, brake quickly, get off the bike. • Pedal – look behind, 1-handed riding, look left and right, avoid hazards, control speed, cover brakes, share space and use gears. • 2019-2020 Year 5 completed September 2020 due to COVID cancelling it in April. All 20 children that participated passed! 100% • 2020-2021 Year 4 completed April 2021: All 27 children that participated passed! 100% 	Bikeability Award.
3. Extra Curricular Clubs – A variety of different clubs to be offered to all year groups.	<ul style="list-style-type: none"> • TBC – this will greatly be influenced by COVID pandemic. • T4-6 offer outside club using field space. 	Cricket coaching - £30/week 12 weeks - £360.00	<ul style="list-style-type: none"> • Clubs were able to restart in Term 3 following COVID guidelines and thinking about or own schools situation. • Extend pupils knowledge in different sports. Increase their confidence, allowing them to develop their skills further. • Opportunity for competition where possible. 	<ul style="list-style-type: none"> • Gymnastics in Term 3 & 4 year 3-6 mixed. • Football in term 3 & 4 Year 3-6 separate girls and boys. • Both of these were postponed for a 3 weeks as school had COVID outbreak across the school, clubs were

<p>4. Continue to develop and broaden the range of sporting opportunities for all children.</p>	<ul style="list-style-type: none"> • Organise a mini winter Olympics topic T3 – resources etc. • Staff CPD on Indoor Kurling to be delivered end of T2, staff to deliver alternative activity in T3 – all years. • Organise winter Olympic trip – Yr R – Polar Challenge This to be done in T5/T6 due to height restrictions. Year 1-3 – 2 hours at Chatham Ski Centre (skiing and sno-tubing). Year 4-6 – 2 hours at Chatham Ski Centre (skiing, tobogganing and tubing). 	<p>Coach cost - £330 by 5 Total £1650.00</p> <p>Activity costs: £11.50 – Years 1-3 per head £17.50 – Years 4-6 per head. PE Premium to fund £1650</p>	<ul style="list-style-type: none"> • Children will learn about alternative sports (Winter Sports). This could be an introduction for some children as they may not know about the winter sports, others it will extend their knowledge of winter sports. • Children will experience 2/3 different winter sports depending upon year group at Chatham Snowsport Centre. Year 1-3 skiing and tubing. Year 4-6 skiing, tubing and tobogganing. • Develops pupils PSHE understanding and how diverse sport is. • Develops good sportsmanship and understanding being part of a team. • Gain an understanding of how 	<p>postponed to reduce mixing, therefore further spread.</p> <ul style="list-style-type: none"> • Term 5 and 6: • Tennis Club year 1-6 • Athletics Club year 1-6 • Rugby club year 1-6 • Cricket club year 3-6 led by Leeds and Broomfield. • Look to continue the growth of clubs within the school for 2022-2023. • This was a huge success children experienced different winter sports which they would not normally have access to. • Many children said they felt inspired and watched the Winter Olympics. • Class teachers led mini units of work all linked with the winter Olympics. • Some children have been back to the ski centre – to have another go! • Look at other sports to continue to inspire children beyond the PE curriculum – perhaps get groups in to demonstrate sports. Could link into offering afterschool club.
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<p>5. Attend a professional game, so children can improve their understanding of professional sport, how it is organised and the diversity.</p>	<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. 	<p>PE premium to fund the outstanding amount of cost of coach. £855 for coach Contribution £12.50 per head.</p>	<p>sport is greater than participation and offers many opportunities within the wider working world.</p> <ul style="list-style-type: none"> • Engages children by showing them what else you can do in the sporting world. • Children get the opportunity to see 2 live Basketball playoffs at the O2 arena. • Children experience a what 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 professionals behind the scene (coaches, managers etc). • Gain an understanding of how sport is greater than participation and offers many opportunities within the wider working world. • Quality family time. • A fantastic event, children and adults loved it – it has inspired many children to play more basketball. • Rescheduled from 2019. 	<ul style="list-style-type: none"> • A huge success – children have been playing basketball on the playground as they have been inspired. • We have previously been to the cricket where they were offered Cricket coaching as part of the visit as well as watching professionals play. • Consider looking at alternative sports – to find other ways of engaging children in and through sport.
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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:
1. Increase the participation in both intra and inter schools sports competition.	<ul style="list-style-type: none"> • Competition – Virtual competitions. • Personal best book 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. • Organising virtual competition. • Processing the results. • Running the event. • Certificates, medals etc. 	Contribution to staff salary 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. • All children will compete in school sports day. • Competitions organised and local primary schools compete virtually increasing the opportunity for inter competition. • Year 3- 6 have all competed in Virtual Sports Hall competition organised by The Lenham School in T2. • Year 3/4 Multi Skills competition Term 4 - participated in 10 stations developing speed, agility, Quickness, balance, co-ordination and team skills. • Year 5/6 girls football competition – 10 girls took part in the competition and became more confident footballers on and off the pitch and learnt to pay effectively as 	<ul style="list-style-type: none"> • Intra competition continues to be a huge success and children love to try and beat their previous years scores in the 6 different activities. • One activity has changes – no longer Primary Fitness as company have sold up following COVID. • Continue to participate in competitions against other schools – this will hopefully be more normal next year. • Already entered Primary Schools World Cup at Gallagher Stadium in Maidstone 12th October 2022. • We were due to host KS1 Multi-skills competition but had to postpone due to Covid. • Sadly could not re-arrange due to other commitments in the school. • Meet with Tony Baptiste Sports development officer early in T1 and arrange KS1 Multi skills competition for Harrietsham to host.

			<ul style="list-style-type: none"> part of a team. Year 5 and 6 took part in a Rugby festival Term 5. Children learnt how to play Tag rugby, including the skills to play the game as well as be part of a team, excellent sportsmanship. Year 3-6 completed in Kwik Cricket Competition hosted by ourselves for local primary schools. Leeds and Broomfield Cricket club ran the competition, umpiring the matches. Children learnt to play as part of a team, sportsmanship and developed their skills learnt from the cricket coaching. 	<ul style="list-style-type: none"> Book a date in the diary earlier with Cricket club – invite more schools. Perhaps look at the time of year the competition is held. Maybe aim more for late term5 rather than late term 6 as clashed with transition week for year 6 so less schools were able to attend.
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Signed off by	
Head Teacher:	<i>Ali Waller-Davies</i>
Date:	17 th July 2022
Subject Leader:	Jacqueline Frost
Date:	13/07/2022
Governor:	Louise Wickenden
Date:	17 th July 2022