

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 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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from last year's fund into 2022/23?	£0
Total amount allocated for 2022/23	£17500
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17500

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>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>Please see note above</p>	77%
<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>	69%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77%
<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>	Yes/ No

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	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Improve the inclusion and participation of all but particularly hard to reach groups such as <ul style="list-style-type: none"> Girls PP SEN 	Active Lunches <ul style="list-style-type: none"> Sports/active club run every lunch time by specialist sports LSA. more equipment available for different types of active lunch activities. Personal challenges for children of all ages to complete 		School council to run a Being Healthy programme: T1 - student questionnaire and proposal to SLT T2 - implementing T3 - T6 monitoring impact T1 - launch personal challenge programme T1-6 - up date challenges and celebrate in Celebration assembly.	Results of T1 questionnaire showed that 86% of children do more than 1hr of exercise per day; 50% of children walk/run to school. Gymnastics club requested more than anything else - contact made with organisation for term 3 or 4. T3 - gymnastic club held which was well attended. T4 - took part in the Sustrans Walk to School initiative. T5 - took part in Walk on Wednesday Children have had personal challenges for the Daily Mile for term 2 from TWKSSP. Celebrate in last week of term. T3: Daily Mile included a range of activities such as dribbling,

	<p>This Girl Can</p> <ul style="list-style-type: none"> Lunch/break club to engage girls who haven't engaged in a club from last year or who don't like playing with the boys. <p>T1 -</p> <p>C4L Club</p> <ul style="list-style-type: none"> targeting inactive pupils/pupils who need support with healthy lifestyle <p>Specific SEN clubs</p> <ul style="list-style-type: none"> Specific sport/physical activity clubs for disability children to attend to get them involved and engaged or where activity will help with behaviour - including sensory circuits. 		<p>Update on social media and include family challenges</p> <p>T1 - Year 6 children trained as sports leaders</p> <p>T2 - lunch/break club set up by year 6 girls</p> <p>T3-T6 Year 6 girls monitor impact</p> <p>T1 - teachers/SENCO/PE specialist LSA identify children that would benefit from extra support.</p> <p>T2 - Year 6 to run a C4L for invited children</p> <p>T1-T6: take part in TWKSSP competitions/ activities aimed specifically to support these children.</p> <p>T1 - identify children who would benefit.</p> <p>Create a staffing rota and find a slot in the timetable.</p> <p>T1 - T6: take part in TWKSSP competitions/activities aimed</p>	<p>throwing a ball. It was well received.</p> <p>KS1 girls went to a football festival in T1 - they loved it.</p> <p>Club started in T3. It is well attended and Year 6 girls love taking the club.</p> <p>T4: Yr 6 sports leaders run a club for This Girl Can on a Thursday lunchtime, that was very popular for the younger years</p> <p>Questionnaire showed that 100% of children who took part enjoyed the sessions.</p> <p>Children identified in T2. Yr 6 children selected to run club from T3.</p> <p>T3: Yr 6 children run a Friday club for all children but it is difficult to get these children to take part.</p> <p>Sensory Circuits started in T2. However, participation by children a bit hit and miss as they are not in early enough. May need to re-think this.</p> <p>T3/T4: better attended and most children appear to be benefitting.</p> <p>T5/T6: sessions revised to be more engaging for the children. More sessions offered with some 1:1 to ensure all who need it can take part.</p>
--	---	--	---	---

			specifically to support these children.	Children identified for TWKSSP competition in T3/4. T3: children selected for a Judo experience and really enjoyed it. T4: SEN event by TWKSSP unfortunately cancelled at the last moment, we were going to take a team of 10 - hopefully will be re-arranged.
Improve provision for the high performing and able pupils	<ul style="list-style-type: none"> Engage outside agencies to deliver high quality specialist training Provide opportunities for competing against other schools Weekly lunch club and afterschool clubs provided for competition prep and practice. 		<p>Take up offer of Badminton coaches for T1 and 2. Encourage identified children to take up bursary offers at local club level.</p> <p>T1-T6: Enter TWKSSP events aimed at these children. T1 - T6 Organise events against different schools</p> <p>T1-T6: Lunch clubs run by specialist LSA which target upcoming events.</p>	<p>2 children who took part in the club, now receive a bursary to go to the local badminton club in Paddock Wood.</p> <p>T1 - took part in a rugby festival. The children really enjoyed this and were keen to do more. Follow up with a match against St Margaret's.</p> <p>T4 - Yr 6 children took part in a hockey tournament aimed at better players - came 3rd in group. T4 - played 2 football matches against local schools, we drew one and only lost the other 1 - 0 T5/6 - organise a football match for younger children - no dates could be agreed.</p> <p>Clubs for T3/4 are: football and practice for competitions Clubs for T5 are: Football and practice for competitions, and Athletics practise for sports day T6: rounders and tennis practice</p>

<p>Improve and develop the offering of sports leadership</p>	<ul style="list-style-type: none"> • Provide play leaders award to pupils in Yr 6 • Yr 6 to lead break and lunch time activities for KS1 on a rota basis • Yr 6 to lead This Girl Can and C4L clubs 		<p>T1 - training given to all Yr 6 children.</p> <p>T1 - T6: rota of sports leaders created.</p> <p>Yr 6 monitor attendance and evaluate activities</p>	<p>All children successfully completed this training.</p> <p>Children selected for T3/4 clubs.</p> <p>T3/6: 2 lunch time clubs are running well and well attended.</p>
<p>Termly challenges to engage children in the Daily Mile.</p>	<ul style="list-style-type: none"> • Daily Mile to take place first thing each day • Increase parental awareness and involvement in the benefits of the daily mile. 	<p>£50 (for pedometers)</p>	<p>T1 - Re-launch in assembly with a termly challenge.</p> <p>T1: create a way to monitor how far each class has travelled each week and reward the longest distance in Celebration Assembly</p> <p>T1 - find out if we have pedometers - organise fund raising campaign if we don't.</p> <p>T2 -T6 - Encourage parents/carers to join a themed Daily Mile each term</p>	<p>Assembly took place and all KS2 take part in DM together in the morning.</p> <p>Travelling the distance to the World Cup</p> <p>T3/4: Daily Mile changed every week to keep children interested</p> <p>T 5/6: Laps for Lionesses: individual daily lap challenge to travel the distance to Australia for women's football world cup.</p> <p>T3: parents invited to join in the Daily Mile on last day of term - well attended.</p>
<p>Purchase/Renewing of equipment</p>	<ul style="list-style-type: none"> • Audit PE equipment to see what needs to be replaced/upgraded 	<p>£1000</p>	<p>This will be done in T6</p>	<p>T6: Sports equipment for lessons is ok but need things to encourage active play. This will be ordered ready for T1 23/24</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:
Embed the schools vision and values of PE into all pupils, staff and volunteers	<ul style="list-style-type: none"> PE lessons to include reference to the school values and PE values. Celebrate children who have shown the values in PE lessons PE notice board reflects/celebrates the school values in PE. 		<p>T1-6: learning walks to show that school values are referred to in lessons.</p> <p>Certificates to be given out in celebration assemblies link to school/PE values.</p> <p>PE notice board shows what the chosen value looks like in practice.</p>	<p>Children can talk about the school values that they have used in lessons.</p> <p>Children are proud to see team photos on notice board.</p>
Take part in Healthy Schools Week (12 th - 16 th June 2023)	<ul style="list-style-type: none"> Whole school focus on healthy eating through lessons, assemblies, parent activities. 		<p>Organise a variety of fun events, engage PTA support.</p> <ul style="list-style-type: none"> Five on a plate lunch challenge Cook with mum/dad Daily mile walk challenge Learning together session <p>Provide teachers with resources for lessons.</p> <p>Promote on social media to engage families</p>	<p>T3: parents invited to join children for Daily Mile on last day of term.</p> <p>T6 - this clashed with Access Arts/National Sports week so we did not push this and focused on the other areas.</p>
To increase the number of families who walk, scoot or ride to school.	<ul style="list-style-type: none"> Take part in Sustrans Big Bike and Wheel (20 - 31st March 2023) Take part in WOW (Walk on Wednesday) 	£250	<p>Promote event with staff and families.</p> <p>Celebrate on social media/website and in assembly</p> <p>T1 - apply for funding for free badges</p> <p>Hold assembly and promote to parents.</p>	<p>Number of children walking further increased during the 2 weeks.</p> <p>Funding applied for and declined T3: Funding given for WOW as part of Travel Plan.</p> <p>Implementing as part of T5</p>

	<ul style="list-style-type: none"> Bikeability - funding to top up cost so that it is available to all children 		<p>T1 - T6 Monitor impact.</p> <p>Identify children who would benefit from this support and offer to parents</p>	<p>School Council project.</p> <p>Bikeability booked for all interested children in yr 6.</p>
Use national/international sporting events to increase engagement in PE and physical activity.	<ul style="list-style-type: none"> Inspire children through different key events: Women's Rugby World Cup: 8 October to 12 November 2022 Men's football World Cup: 20 November to 18 December 2022 Cricket World Cup: Feb 9 - Mar 26 Wimbledon: July 3-16 Children in Need/Red Nose Day Skipping week Organise sports people to come in. 	£200	<p>T1 - decide on events and events and list on calendar. Promote to children and families through assemblies, website and social media.</p> <p>Make contact and arrange visits. Unable to book skipping person.</p>	<p>Women's rugby world cup celebrated in assembly. Girls were keen to come to tag rugby tournament.</p> <p>Interhouse World Cup held to celebrate World Cup - children loved this and really supported each other.</p> <p>T3: assembly held with video from gymnastic. This helped some of the boys be keener in the lessons this term.</p> <p>T6: Women's World Cup assembly</p>
To use our outside space to improve well-being and learning for all.	<ul style="list-style-type: none"> Forest School to teach life skills and encourage a love of the outdoors. 	£1000	<p>T1-T6 Monitor the impact of Forest School through student surveys.</p>	<p>Discussed with Forest School lead.</p> <p>T3: Child survey completed (Centaur Class). 100% of children said that they enjoyed Forest school. 92 % (12/13 children) said that it helped them get better at working with people and that it had made them more confident to try new things.</p> <p>T4: 100% of children in reception and Yr 4 said that they enjoyed forest school. 100% of Reception children said they were better at</p>

	<ul style="list-style-type: none"> Parent volunteers to help with lunchtime play activities 		<p>T1 - ask for lunch play volunteers</p> <p>T2 - once DBS's through, offer training</p> <p>T2-6 monitor successfulness of scheme.</p>	<p>helping others solve challenges and sharing their ideas. 75% of year 4 said they were better at helping other solve challenges.</p> <p>More staff on duty so this is not needed.</p>
To use sport and physical activities to aid transition between key stages.	<ul style="list-style-type: none"> End of year transition events to include physical activities or sports. Liaise with HC to organise transition sports event for Year 6 with Year 7s 		<p>Transitions include EYFS to Yr 1 KS1 to KS2, downstairs to upstairs 6.</p> <p>Contact HC to see if they would facilitate this event.</p>	<p>Will happen in last week of term 6.</p> <p>Booked to take part in a TWKSSP Yr 6/7 competition Dec/22 but HC pulled out at the last minute.</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 confidence in teaching PE	<ul style="list-style-type: none"> Specialist PE LSA to support teachers and support staff 	£8500	Specialist to support the delivery of PE lessons. Teachers to work alongside specialist to improve their knowledge of skills taught SLT to look at timetables to ensure all teachers can be in the full PE lesson.	<p>On going.</p> <p>Teachers are now in all PE lessons.</p>

	<ul style="list-style-type: none"> PE Pro Lessons to be taught by all 'Making the most of playtime' training for LSAs and PE lead CPD from TWKSSP PE LSA to join in with CPD at Hugh Christie 	<p>£1300</p> <p>£1500 (cost of whole offer excluding club)</p>	<p>PE Pro lesson plans to be used by all staff to ensure progression and accuracy of teaching of skills. Monitoring throughout the year by specialist LSA and SLT.</p> <p>T1- T6: introduce and use the PE Pro assessment grids. Monitor.</p> <p>T1 - sign up for free online training from http://www.outdoorplayandlearning.org.uk/</p> <p>Add to training schedule for LSAs</p> <p>T2-6: Monitor the impact</p> <p>T1 - PE LSA to attend PE conference.</p> <p>T1-T6: range of staff to attend sport focused CPD offered by TWKSSP.</p> <p>T3 - LSA PE Specialist and teachers to work alongside TWKSSP to run gymnastic lessons.</p> <p>T1 - request to be involved with CPD planned at HC.</p> <p>T1-T6 - PE LSA to watch PE taught at HC particularly with classes with challenging behaviour.</p>	<p>All lessons taught using PE Pro - this has helped all teachers, including specialist to be more confident in the lessons.</p> <p>JJ went to PE Prop training day, she won £75 voucher to spend on equipment and is currently updating grids. Grids updated 3 times per year.</p> <p>T2/3 - PE specialist reviewed training sessions - not worth LSA's completing</p> <p>Conference provided networking time and an update on things planned for the year.</p> <p>T3: Staff feel more confident</p> <p>T4 - date was arranged with HC but then had to be cancelled due to Ofsted. Re-arranged for T5</p> <p>It has been difficult to arrange</p>
--	---	--	--	--

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:
Maintain and extend the quantity and quality of extracurricular experiences for children.	<ul style="list-style-type: none"> Offer a wide range of quality clubs Encourage participation in sports away from school. 	£200 (TWKSSP) £1,500 others	<p>T1 and 2: Badminton booked T3: cheerleading booked T1 PE LSA to investigate other clubs. Football club and multi-sports after school clubs run by staff. Sports lunch club each day focusing on a different sport.</p> <p>PE board used to promote outside clubs.</p>	<p>Badminton was enjoyed by those who took part and 2 now play at a club. Trying to book a gymnastic and Karate club for T3. T3: gymnastic club held and well attended. Karate assembly organised for T4 - this was a success - lots of children enjoyed it.</p>
Taster experience days	<ul style="list-style-type: none"> Learning and Discovery Festivals 		<p>Take part in festivals in sports the children wouldn't normally play.</p> <p>Take part in festivals designed for SEND and least active children.</p>	<p>T1 took part in tag rugby festival - children really improved throughout competition and enjoyed it - keen to do more. T5/6 - maypole dancing day - all children learned some basic dances. After school club was then run by staff. T6: circus skills workshop day gave children the chance to try different skills. Yr 3 T2 - Indoor athletics event gave less active children the opportunity to try new activities</p>

	<ul style="list-style-type: none"> Take part in local community events. 		<p>Take part in events put on by Tonbridge School, such as Giving Day</p>	<p>and compete against others</p> <p>T3: Judo festival targeted children that struggle to focus in school.</p> <p>Signed up for SEN festival in T4 - this was cancelled at short notice by TWKSSP - to be re-arranged in T5</p> <p>Took part in Giving Day at Tonbridge School.</p> <p>Maypole dancing training was given and our children performed at a local event.</p>
<p>PE lessons to cover a broad range of sports and sporting activities</p>	<ul style="list-style-type: none"> PE Pro lessons to be used across the school. Pupil feedback used to monitor the activities/sports taught. 		<p>T1 - Long term plan amended based on new lessons made available on PE Pro App.</p> <p>Pupil questionnaires to be completed at the end of each unit taught and results monitored and action taken.</p>	<p>After the rugby festival, Tonbridge Juddians coach booked to teach tag rugby in term 6 for UKS2. Long term plan has been amended.</p> <p>T3: TWKSSP delivered gymnastic lessons</p> <p>T6 - Tonbridge Juddians taught UKS2 rugby each week and cricket man taught a whole day of cricket to KS1 and 2.</p> <p>Questionnaires to be completed about dance for T2.</p> <p>68% said they enjoyed dance</p> <p>71% enjoy PE activities</p> <p>66% said they enjoyed gymnastics, 58% enjoyed football (yr6), 62% (Griffin) felt more confident swimming</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:
All children, including SEND and least active, to represent their school or house in a competition.	<ul style="list-style-type: none"> Enter a range of different school sports events and organise other local schools games fixtures. Intra-house competitions: All children to represent their house in a range of sporting activities. Take part in National Schools Sports Week in 2023 (tba June) Share the competition intent with families. 	£2000 to pay JJ and EM + transport	<p>Take part in competitions organised by TWKSSP PE LSA to liaise with other local leads to arrange matches.</p> <p>T1: Set dates for intra-house competitions: T2 football, T4 hockey, T6 sports day</p> <p>Sign up and take part in a range of activities across the week</p> <p>Use website/social media to ensure that the competition intent is shared with parents.</p>	<p>T1 and 2: attended 6 different TWKSSP events including KS1 girls football, tag rugby, indoor athletics.</p> <p>Intra-house football competition very successful. Enjoyed by 68% of children.</p> <p>T5 - Have signed up for associated Sports Slam, and will sign up to NSS first week of T5</p> <p>Sports day to take place on 19th July</p>
Practice and Prepare for competitions so pupils have best chance at success and get a positive experience (eg not being nervous as don't know rules)	<ul style="list-style-type: none"> Actively promote girls games activities and inclusion in sports, including making the Girls Football Pledge and increasing single sex football activities. 		<p>T1 - T6 PE specialist to run lunchtime clubs so that the children are prepared for the competitions</p> <p>Year 6 to run This Girl Can lunch club.</p>	<p>Children have been much more confident when attending events and therefore keener to participate.</p> <p>Best ever football results recorded this year and 3rd in group at hockey tournament aimed at experienced players</p> <p>Children selected to run this in T3.</p>

				<p>T3: This club is now established and well attended.</p> <p>T4-6: This club is still very popular.</p>
--	--	--	--	--

Signed off by	
Acting Head Teacher:	Karen Follows
Date:	2/7/2023
Subject Leader:	
Date:	
Governor:	
Date:	