

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](#).

Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 640.00
Total amount allocated for 2020/21	£ 17,180.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 2556.40
Total amount allocated for 2021/22	£ 17,520.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 20,076.40


Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
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 2020. Please see note above	83 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	83 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87 %
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

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: £1255	Date Updated: 18 th July 2021	
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: 7 %
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?:
Active Learning in lessons to promote regular activity and improve outcomes in learning linked to the curriculum.	Staff to be given access to Premier League All Stars website.		Free	All staff have access to Premier League All Star website. Children will be more active in lessons using some of these ideas.
Children to have regular games/ activities set up during lunchtime to help promote healthy lifestyle and improve playground behaviour.	Specialist PE teachers to run lunchtime and after school clubs.		£ 1,215 (£640 Progressive Sports)	Clubs currently not taking place due to Covid-19. Clubs will improve behaviour and reduce lunchtime dispute, particularly with football. Some clubs have re-started In T5 including boxing which the children have really enjoyed (pupil voice).
				PE specialists posted daily PE challenges for the children to complete at home during lockdown to encourage the children to be healthy.
				Sustainability and suggested next steps: KF to remind all staff of this resource and monitor impact. Look into other free resources. Lunch club for specific targeted bubbles will start when school returns from lockdown. Progressive Sports lunch club not possible as Specialist now doing lunch duty. Olympia Boxing running lunch club for 2 bubbles. Positive feedback from parents and children.  youtube views for lockdown videos.xls

	cross-curricular lessons.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 8.5 %
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:
Continue to increase the profile and importance of PE across the school to increase the engagement of all children in PE and a healthy lifestyle to improve academic results.	To increase engagement in PE and other lessons, children will be given more control of their learning. By giving them choices of sport in coming terms.	£100	Children have been given some choices as allowed with COVID. Most children take part in and enjoy PE lessons (PE questionnaire July 2021).	Continue to offer a wide range of experiences so that children can make informed choices. Make links explicit between physical activity, well being and academic achievement.
Support and involve the least active children by providing targeted activities, and running or extending school sports.	Staff to identify children who have been least active during lockdown. Lunch clubs for bubbles containing the majority of these children		Staff identified children and bubbles chosen for lunchtime clubs at the end of term 2 but then we went into lockdown. Targeted children took part in focused activities (Griffin girls football and learning and discovery festival)	Staff encouraging these children when completing the Daily Mile and at playtimes.

Raise the profile of sport in the wider community and linked to national initiatives i.e. – Sports Relief by partaking in a sponsored event to raise money for the allocated charities.	Target the local community and families more by creating different events, for example rounder's match for the parents and children or a football match. Events organised to invite others within the local community to support and collaborate with.		Community/family events not planned for due to the restrictions. Took part in the TWKSSP Run for Life event which was combined with raising money for Children In Need. Also completed Laps to Lapland shared on social media with parents. Children increased the number of laps run and improved enjoyment of the daily mile.	Work with parents/community to organise events for next year. Make contacts with local sport clubs to increase participation.
Raise the profile of after school clubs and continue to offer different extra curricula sports to engage all children to various sports. The broadening the PE and Sport within the school environment will increase engagement in other areas of the curriculum.	PE notice board will engage children by reporting results, explaining terms focuses and celebrating successes. Specialist teachers to teach a range of after school and lunchtime clubs. Use of sports funding to be available so that all children can access clubs.	£1000	PE notice board in place and is up-dated at least termly. Children like the pictures and information. Boxing (KS2), squash (centaur) and Crazy Karen (PS and R), cheerleading (Griffin) all paid for by sports premium so all children can access. This has enabled a wide range of children to take part in them.	PE board to be referred to in assemblies/lessons next year to remind children where to access information. Continue to offer a range of different clubs either free or subsidised to ensure access for all.
	Look into setting up Holiday club for children across the school in order to target more children, particularly the least active.		This has not taken place due to restrictions, however, Progressive Sports will be running a holiday club during the summer holiday of 2021. Targeted children offered places at Tonbridge Angles football summer camp.	Investigate
Curriculum map updated and adapted to help achieve curricula	Inter-house competitions to be implemented every term.	£300	A range of inter-house competitions have been held	Plan a PE inter-house competition day each term

sports and also extra curricula sports.			throughout the year, including sportshall, gymnastics, Frisbee and boccia. Increased children's sense of belonging despite COVID restrictions.	for next year.
Mental Health and Wellbeing to be promoted throughout PE and physical activity.	<p>Inspirational events to be organised throughout the year – such as an Olympic athlete coming in, as well as a Fit4kids day. Explore other events of this nature, for example trips to stadiums of matches.</p> <p>To use sports funding to help children with everyday life- Bike ability</p> <p>Quests, team building games, talking to peers, yoga and various more strategies will be used to help children and their mental health.</p>	£60	<p>COVID restrictions have meant that people could not be invited in and trips have not been possible. Challenge 401 joined – this should improve children's wellbeing and mental health but has been postponed by the organisers until next year.</p> <p>Bike ability was a great success for the 12 children who took part. All enjoyed the experience and felt safer on the road (pupil discussions)</p> <p>In place and discussing during pe sessions and learning breaks, if needed. Children really enjoyed PE quests and spoke very positively about them. PE lead went on Yoga course and ideas shared.</p>	<p>Share Challenge 401 activities with staff in time for term 1 start.</p> <p>Book for next year.</p> <p>Long term plan to be updated to include these opportunities. Yogo day to be booked for T1/2.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

				75 %
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:
Ensure that the progression of skills and knowledge is suitable for all years.	Evaluate the impact of KS1 and KS2 Progression Sheets.		Evaluations have taken place - impact discussed and shared with all staff.	Review for next year to ensure relevant and covering all sports.
Teachers and LSAs to share good practice, games, strengths and successes.	To create various learning tools to help staff in reviewing their lessons.		Staff have been observing lessons to develop their knowledge. Teachers support lessons with PE coach. 2 teachers have been leading PE session once a week. Tai-chi has been introduced to the children in one of these sessions.	Plan training/opportunities to share best practice for LSAs and teachers. Explore CPD opportunities for specialist PE teacher.
Teachers and LSAs to be provided with opportunities to increase knowledge of sports and PE through training sessions and courses. This will increase their knowledge and confidence in teaching PE and how it can be used to support achievement across the curriculum.	Lollipop sticks to help staff ask appropriate questions at the end of the lessons to increase the knowledge of staff and children.		Not yet observed lolly sticks - questions at the beginning of sessions observed as to reasons for warming up. Observed some questioning of skills development.	Review questioning for next year.
Each class teacher to be given detailed plan of what they are learning, throughout the term and objectives of the sports to improve the quality of provision	Knowledge organisers created and will be given to staff to help them have a better understanding what each sport and term objectives look like.		Staff who are teaching their own lessons are provided with planning to help them.	This will continue next year.


	Staff to hand out self-reflection cards once at the start of the term and once at the end of term to get a better understanding of where children are.		These are not yet being used consistently.	PE Lead to work with specialist teacher to refine assessment in PE.
	Create a more effective and less time consuming record keeping system to monitor the progress of the children.		Monitoring of children's progress taking place. Overview to be recorded on here.	PE Lead to work with specialist teacher to refine assessment in PE.
	Learning diaries to be implemented to help track the physical activity levels of the children on a daily basis.		In place – not all children using these. Impact of these books to be recorded.	Discuss with staff and refine for next year.
	CPD to be shared within staff meetings on a termly basis.	£80	Good practice shared via email or in staff meetings.	PE Lead to work with specialist and plan a programme for 21/22
	Progressive Sports to run CPD sessions for LSA and teachers. Teachers to work with Progressive Sports to increase their knowledge and skills.	£11440	Whole staff training taken place at the beginning of the term 1 then continued to take place within team teaching lessons. All staff feel more confident in the sports covered.	Teachers will teach more lessons next year with some support from specialist.
	PE Lead to use the support offered by TWKSSP. Teachers have access to different courses throughout the year.	£1450	All opportunities offered by TWKSSP have been pursued. Therefore the children have taken part in competitions in a range of different sports. PE Lead has had Teams meetings with TWKSSP to support leadership role and taken	TWKSSP membership to be purchased again for next year.

<p>All staff to participate in a sports day activity. Staff taking part and promoting healthy exercise.</p> <p>Staff to participate in the competitions Schools Games organise to boost teamwork and for fun. More teachers to participate in a wider range of sporting activities outside of school and use these skills to inspire children.</p>	<p>All staff to video at least one sports day activity.</p> <p>5K run to be completed by some staff.</p> <p>Sign up to staff games organised by TWKSSP.</p>		<p>part in activity courses.</p> <p>Sports Day to be run differently due to relaxing of COVID restrictions. Children all appreciated the more traditional format all be it within the current guidelines.</p> <p>Not yet available due to COVID. One teacher is using her own running to inspire and help her class to run further. Another has introduced tai-chi into her PE lessons which is calming the children. Running club run by 2 teachers and children (some targeted as least active) running further and are much more positive about this activity.</p>	<p>Review and plan for next year based on children feedback.</p> <p>Encourage staff to sign up next year.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				Percentage of total allocation:
				6 %

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
Additional achievements: Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities. Adapt the curriculum to encourage all children, particularly the least active to engage.	All school to experience a new form for sport within one of the weekly PE lessons. Children to be given more control of their learning by choosing between two new sports.		Due to current restrictions PE sessions have needed to be altered to avoid contact sports. Children are experiencing new games and activities but not necessarily new sports. The children really enjoyed Ultimate Frisbee. Term 5: Squash is taking place in Centaur class; Cheerleading for Griffin Class School took part in a virtual Boccia competition and in the first round came 4 th in the SE and 27 th (out of 90) Nationally Frisbees have just been bought for school use	Add boccia as it is a very inclusive sport to our normal curriculum map. Ultimate Frisbee to be added to curriculum map.
Continue to offer broader curriculum at after school clubs. Offer different variety of sports lunchtime clubs.	To use to sports funding to broaden PE for children in year 6 (buy into Bike ability).	£60	Children have loved cheerleading, boxing, squash and bikeability.	Ensure a diverse range of clubs are offered next year.
Wider cross curricular learning, such as a music area and larger meadow space	Continue with a wide range of clubs (eg. street dance and archery) and look at further clubs to offer – gymnastics, gardening. Different sports and new sports delivered by Progressive Sports and Play leaders from Year 5/6 every lunchtime. LSA to run a show time lunch club. The School Council to run a	£800 (or included from TWKSPP and Progressive Sport package)	Play leader training delivered by school staff and TWKSPP allowed children to create own games and videos. This gave them a good understanding of the principles of a good game. Children have enjoyed the range of activities offered this year (questionnaire Jul 2021) Not possible due to COVID restrictions. Training has taken place though.	

<p>All children to have the opportunity to represent the school in a competition. These will be in traditional sports as well as alternative sports games. Arrange different inter house games competitions.</p>	<p>lunchtime dance club.</p>		<p>All children have taken part in virtual inter-school competitions organised by TWKSSP and intra-school competitions.</p>	<p>Plan that all children take part next year. Promote girls football competitions.</p>
<p>Forest School learning to encourage children to work outdoors and be more active, try a broader curriculum experience.</p>	<p>Take a range of children to different sports competitions held by School Games. Organise our own for local schools if the competitions are not available for our SEND children.</p>		<p> PE results 2020-2021.docx</p>	
<p>Target enrichment days, where each class will get to try a new sport they have never tried before.</p>	<p>Children to be using the outside space during playtime and lesson time. Outside areas for KS1 And Nursery/Reception to be developed to encourage greater physical activity.</p>	£200	<p>Further developments have taken place in the EYFS unit area and some support has taken place for the KS1 area. The field now also has a pond area.</p>	<p>Explore grants for further development.</p>
<p>Using the teacher's knowledge and background to offer various clubs they have never tried before i.e Gardening club.</p>	<p>Progressive Sports and PE lead to plan a range of different sports trials – boccia, Frisbee</p>		<p>Ultimate Frisbee taught in KS2 for the first time over several sessions. Children loved it.</p>	<p>Some frisbees have now been bought so that this can continue to be taught.</p>
	<p>Staff survey to ascertain skills/interest</p>		<p>Clubs have not been able to be held if cross bubbles. Clubs that have been on have been enjoyed.</p>	<p>Staff survey to see what clubs staff would like to run.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3 %
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 pupils' participation in the School Games and Competitions throughout the year. Every child to represent their house or school in competition.	All year groups to take part in at least 2 competitions.	£100 (mini bus etc)	Virtual competitions in T2: Run 4 Life; Sportshall (yr 5/6); Ultimate Frisbee (Yr ¾); Gymnastics (Yr ½). T4: Sportshall Yr 3 and 4, Infant Agility Yr 1 and 2. Inter-house sports hall competition. All children took part. 2 bubbles closed for sports day but all other children took part.	Continue with TWKSSP membership and ensure competitions are prepared for and entered. PE inter-house competition each term.
Increase number of football and netball matches played within the collaboration of local schools.	Attend Tonbridge sports collaboration meeting and set match dates.		Not yet in place due to COVID restrictions.	Contact other schools to see what is happening next year.
Provide and take part in more inter-house competitions.	Target to enter at least one inter or intra school competition a term		A range of inter-house competitions took place.	Plan a time table for a termly event for next term.
Organising more inter house tournaments.	PE lead to provide year planner of competitions so teachers can plan which they would like to enter.		PE lead shared TWKSSP events. Every child took part.	Raise the profile of these competitions with both parents, staff and children.
Celebrate inter house competitions on a termly basis, last assembly to announce the winners of inter house competition.	During PE lessons, at the end of lesson to take more of a competitive approach to help with competition.		Non Contact sports/activities and games taking place due to restrictions.	Celebrate house achievements in newsletters and social media.

Organise different type of events to help be competitive in sport and have fun. For example parents vs children games. Different sports to played with local schools to include a wide range of ability levels (including SEND)	To have a netball team for next year.		Not yet in place due to restrictions.	Plan for next year.
	During lunchtime there are days in which it is house vs. house and they win points. This will be in a range of sports and activities such as football, cross country club or alternative games (eg. rock, paper, scissors).		Children are restricted to their 'bubbles'. Children are however planning a variety of active games during play times. More playtime equipment has now been bought. Virtual Boccia competition took place (February) for all children including SEND. Learning and discovery festival for SEND attended – children loved it.	Enter more SEND competitions next year.
Carry on with the Long Mead football tournament by extending our football competition for local schools to more schools from 10 to 16.	Liaise with PE leads at local schools to see if they would be interested. Find competitions suitable for every ability of child or organise our own.	£300	Not in place due to restrictions.	Set up next year.
	Progressive sport to continue support running a local school football competition and invite more schools.	£75	Not in place due to restrictions.	
Provide kit for inter-house competitions taking place within the school. Provide team kit for competitions to encourage motivation and feeling part of a team.	Buy inter-house kits for children to wear during inter-house and lunchtime competitions. Cost out and then fundraise for team kit.		Not in place due to restrictions and sharing clothing.	Investigate cost of t-shirts for next year.
Continue to promote ways to encourage girl's participation in	Girls to have access to different clubs to peak interest. To increase		Signed up to the FA Girls Football Partnership to promote girls	Continue with girls football pledge.

football and other sports.	numbers of girls playing football.		football at Long Mead. Entered girls football competition but this was cancelled by organisers. Girls trained for this and were very disappointed. Cheerleading club has targeted girls and encouraged them to take part in PE.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	