

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	£
Total amount allocated for 2020/21	£
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 (£20663.28)

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	60%
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	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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:	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:
Educate the children in the value and benefits of a healthy, active lifestyle which encourages lifelong participation in sport and physical activity.	<p>School Council to run a Being Healthy programme.</p> <ul style="list-style-type: none"> October: School council to meet to discuss and plan. Term 2: school council to implement Term 4/6: school council to monitor <p>Healthy Eating taught in a cross curriculum format through Science and PSHE.</p> <ul style="list-style-type: none"> PE lead to monitor throughout year. <p>Explicit links made between physical</p>	£0	<p>School Council looked at how to make the playground more inviting to encourage active play. They canvassed the classes and proposals put forward to SLT</p> <p>Healthy Me PSHE Unit is being taught in Term 4. PE deep dive showed that children understand what they need to do to remain healthy.</p> <p>The children can talk about how</p>	<p>This will be continued next year so that there is a wider offer of activities at lunchtime provided to help the children remain active.</p> <p>Pupil voice to be completed after this unit has been taught.</p> <p>This should be a focus for</p>

	<p>activity and well-being.</p> <ul style="list-style-type: none"> Lessons observations and pupil voice <p>Termly challenges to engage children in the Daily Mile.</p> <ul style="list-style-type: none"> Term 1: PE Lead to plan Daily Mile challenges for the Year and monitor <p>Least active children to be identified and to have targeted movement interventions.</p> <p>Improve the outside play area with new equipment (re-positioning the climbing wall to maximise its use)</p>		<p>being physically active has impacted their mental health and well-being. Lesson observations have shown that these links have been explicitly taught within the warm-ups and cool downs</p> <p>Took part in T2 Daily Mile competition organised by TWKSSP. Children enjoyed competing against other schools. Daily Mile has become a time for talk and catch up with children who are struggling. This has been beneficial however, it has become less active than initially planned</p> <p>There has been no time to run interventions, although sensory circuits have taken place for some children. The least active children have been identified and taken to TWKSSP competitions/activities aimed specifically to support these children.</p> <p>Unable to spend funding on this so play time equipment purchased instead. Football goals purchased – children really love have proper goals: it has reduced arguments and has helped to promote fair play.</p>	<p>September to help with the transition into a new year.</p> <p>Re-invent the Daily Mile for next year to have a termly focus. Re-introduce a Friday Family Mile.</p> <p>Continue to monitor, identify, and target these children next year. Include these children in lunchtime activities.</p>
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	Audit and replace playtime equipment.	£500	New equipment was purchased earlier in the year. This has been enjoyed by a wider range of children and encouraged more to be active during lunchtime.	Review again in September and update.
Ensure a high-quality PE and school sport offer which develops confident children with the aim of inspiring lifelong participation.	PE trained LSA to continue to develop her own skills through the CPD offered by Hugh Christie and TWKSSP. <ul style="list-style-type: none"> Term 1: liaise with HC to discuss support. Take part in all CPD offered by TWKSSP 	£ 200	Contact has been made with HC. JJ has taken part in improving playtimes, tennis CPD and PE conference with a well-being focus. HC teacher supported with deep dive and validated our observation results.	Arrange for JJ to watch PE at HC.
	Make links to local sports clubs and arrange to coaches to come in. <ul style="list-style-type: none"> From T1: make a list of local clubs and make contact. 	£1000	Contact made with Tennis Club and will be coming in later in the year. Hadlow School also coming in to offer girls football. Badminton has been running in terms 5 and 6. The children have been able to experience sports that they would not be able to do normally. A few of these children may be able to claim a bursary from Badminton England to continue to play at club level.	Book Badminton in for term 1 and 2. Look at getting experts in from other sports.
	Hold a termly PE day focusing on a chosen sports which culminates in an inter-house competition. <ul style="list-style-type: none"> Before Term 1: Set out dates and add to calendar 	£0	Due to COVID we were unable to action this until late in the school year. The children took part in the Big Break Time in term 5 and sports day in term 6. They	Set these in advance – 3 times per year.

	<p>Ensure high quality resources are available.</p> <ul style="list-style-type: none"> Audit, replace and improve equipment as needed. 	£500	<p>enjoyed being active in mixed year groups.</p> <p>Audit completed in T2 and new equipment purchased. PE lessons are now more successful due to correct equipment and everyone can join in as we have enough equipment.</p>	<p>Review and replace where necessary.</p>
<p>Ensure children are active in lessons (where appropriate), playtimes and lunchtimes.</p>	<p>Develop playleaders:</p> <ul style="list-style-type: none"> training to be carried out by TWKSSP. Playleaders support active playtimes Playleaders support extra-curricular activities <p>Movement breaks to be included at regular intervals throughout the day</p> <ul style="list-style-type: none"> Ideas given to staff using Premier League resources, Imoves, etc Monitoring by PE lead throughout the year. <p>Termly personal challenges set for the children to complete and earn certificates</p> <ul style="list-style-type: none"> PE lead and LSA to plan challenges 	<p>(part of TWKSSP package)</p>	<p>Training has been completed by TWKSSP. Children enjoyed the training. They have not yet been able to act as play leaders due to COVID restrictions for most of the year. By term 5/6</p> <p>Staff have been made aware of the resources available.</p> <p>Not yet started due to a lack of time.</p>	<p>to offer a range of lunch times clubs every day next year, offering a different activity or sport.</p> <p>Re-launch this for next year.</p>

	<ul style="list-style-type: none"> Completed challenges to be celebrated in Friday assemblies. 			
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:
Ensure that the PE and School sport offer promotes the school values of being ready, respectful and responsible and life skills that are transferrable across the wider curriculum, school community and beyond.	<p>Review the long term plan for PE and Sports Activities</p> <ul style="list-style-type: none"> explicit links to the values both in planning and lessons broad range of activities and sports included progression of fine and gross motor skill development is explicit <p>PE and School Sport to have a visible presence in school:</p> <ul style="list-style-type: none"> notice board updated regularly PE and sports events included in assemblies PE/sports update in the newsletter <p>Forest School to teach life skills and encourage a love of the outdoors.</p>	£0	<p>Long term planned reviewed. New scheme has now been purchased from PE PRO to ensure progression across the school.</p> <p>The PE long term plan has been re-written based on the PE Pro lesson plans</p> <p>Updated notice board used by the children. Match reports included when we had Friday assemblies.</p> <p>Children actively involved in Forest School.</p>	Monitor the use of the lesson plans next year and adapt long term plan when new activities are added by PE Pro.

	<p>Yoga and mindfulness:</p> <ul style="list-style-type: none"> Specialist to run a session for each class and teacher. Teachers to continue to use to promote well-being <p>National sporting events:</p> <ul style="list-style-type: none"> Arrange for sporting role models to come in and talk to the children. Be involved in big sporting events: Ladies Rugby World Cup (Oct/Nov 2021) and Winter Olympics/ para-Olympics (Feb 2022) Children in Need/Red Nose Day 401 Challenge to increase well-being. <p>Bikeability – funding to top up cost so that it is available to all children</p>	<p>£300 £220</p> <p>£200</p> <p>£60</p>	<p>All classes responded well to yoga day. Teachers continuing to use some of the basic ideas.</p> <p>Not done due to COVID</p> <p>Booked for end of school year.</p>	
Active and enjoyable playtimes for all children which will improve behaviour and lessen the frequency of disagreements.	<p>Arrange for sports coaches from local clubs to come in and run sessions.</p> <p>Playleaders to run games and act as role models to develop younger children to become future leaders.</p> <p>LSA training sessions on playtime games to share good practice throughout the year.</p>	£500	<p>Tonbridge boys have run a football club that children really enjoyed. Hadlow school coming in T4 for girls football.</p> <p>Playleaders not running games yet due to COVID.</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:
All teachers to feel increasingly confident in delivering high quality PE lessons in a range of sports and physical activities.	<p>Carry out a PE audit with all teachers and LSAs</p> <p>Specialist PE LSA:</p> <ul style="list-style-type: none"> To support the delivery of PE lessons Teachers to work alongside specialist to improve their knowledge of skills taught Team teaching with specialist LSA Lesson observations of teacher taught PE sessions <p>Progression of skills documents:</p> <ul style="list-style-type: none"> revised to ensure all activities are included shared and used by all teachers – this will be seen by observing a range of lessons in the same sport/activity. <p>Assessment:</p> <ul style="list-style-type: none"> review of current assessment arrangement ARLO grids created for PE 	£7,403.28	<p>Teachers have been working alongside specialist LSA to improve skills.</p> <p>Lesson obs as part of the deep dive showed that the lessons were structured in the appropriate way and PE Pro plans were being used.</p> <p>This has been completed, however new scheme has now been purchased.</p> <p>Progression updated based on the PE Pro plans. PE Pro training undertaken by all teaching staff.</p> <p>Review completed and showed the need for a manageable assessment method. Assessment</p>	<p>To continue to monitor the teaching of PE by specialist and class teachers to ensure consistency and progression.</p> <p>Monitor next year and ensure that support is in place for new ECT</p> <p>Next year we will use the PE Pro assessment grids. Monitor the effectiveness of these</p>

	<p>and shared with staff.</p> <p>TWKSSP membership</p> <ul style="list-style-type: none"> All webinars and training offered to be completed by PE lead of LSA specialist. Dance team teaching with TWKSSP specialist teacher for 2 teachers and PE LSA as part of their CPD. 	£ 2000	<p>grids produced but this now needs to be updated due to new scheme</p> <p>All CPD and training offered has been completed by PE lead and/or LSA specialist. Both more confident based on training. Staff involved in dance lesson are more confident in their teaching.</p>	<p>throughout term 1 and 2 and adapt as needed.</p> <p>Bronze level bought for 2022/23 year with gymnastics as CPD</p>
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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:
For all children including SEND and those least active to take part in a broad range of physical activities and sports to develop a healthy lifestyle and enjoyment of being active with the aim of encouraging lifelong participation in sport and physical activity.	<p>Monitoring activity:</p> <ul style="list-style-type: none"> Children to complete an activity survey at the start of term 1, term 4 and end of term 6 to track daily activity. <p>Long-term plan review:</p> <ul style="list-style-type: none"> Review the sports/activities on offer Amend based on children survey July 2021 <p>All lessons differentiated and</p>		<p>Completed in T1. This has allowed us to target least active children to be involve in some of the TWKSSP activities.</p> <p>Before T1: long term PE plan includes more activities requested by the children in the July 21 questionnaire. (now including basketball and more tennis). Verbal feedback taken regularly (at the end of each unit, after competitions, etc)</p> <p>Lessons observed have been</p>	Review after sports day event.

	<p>adapted so that all children can be successful.</p> <p>Improve the outside play area with new equipment (re-positioning the climbing wall to maximise its use)</p> <p>Offer a range of different clubs, eg. Boxing and tennis based on the children's requests in survey (July 2021)</p> <ul style="list-style-type: none"> Subsidise some clubs so that they are accessible for all. Staff to run a range of free clubs. Clubs offered as part of TWKSSP membership <p>Specialist coaches/teachers</p> <ul style="list-style-type: none"> Crazy Karen Squash <p>Intra-house days to promote different sports culminating in an inter-house competition.</p> <p>Taster sessions of Yoga, Colour Dash, Taste for Sport and Girls Get Going.</p>	<p>£ costed above</p> <p>£1000</p> <p>£2000</p>	<p>differentiated so all children can access learning.</p> <p>Football goals purchased and more equipment for playtime purchased for Sept 2022 based on feedback from children. Climbing frame mended with the addition of the climbing wall bits added.</p> <p>T1: Boxing club booked for Term 1 and 2 (£240 per term = £480) – this will be free to all children. Tennis coach approached £4 per child per session. A range of sports clubs are offered (running club, football, multi-sports)</p> <p>Crazy Karen sessions are enjoyed by all children, improving their well-being.</p> <p>Sports day events took place to develop house communities</p> <p>Yoga taster session was enjoyed by children and staff. Girls football sessions took place. Colour dash and TWKSSP Taste for Sport events were very successful</p>	<p>Badminton and cheerleading booked for next year. JJ to investigate other clubs.</p> <p>Put in the diary dates for the termly intra-school events.</p>
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<p>Increase community participation in sport and physical activity with the aim of promoting healthier lifestyles for the whole family.</p>	<p>Weekly daily mile to involve parents and carers. Take part in organised Daily Mile events such as Santa Dash with parents and carers.</p> <p>Be involved in national events such as Children in Need/Red Nose Day.</p> <p>Parent and children/staff competitions/events (eg rounders/football) in a range of sports (3 times per year)</p> <p>Events organised to invite others within the local community to support and collaborate with (church, Tonbridge School, etc)</p> <p>Learning and Discovery Festivals:</p> <ul style="list-style-type: none"> Take part in festivals designed for SEND and least active children. <p>Encourage a greater number of children to come to school by walking, cycling, jogging.</p> <ul style="list-style-type: none"> Launch Walk on Wednesday (WOW) in Term 4, monitor it termly 		<p>Unable to do this yet due to COVID</p> <p>Lower key events due to the timing and COVID concerns.</p> <p>Unable to do this yet due to COVID</p> <p>Tonbridge boys ran a football club in throughout the year. Hadlow school coming in T4 to run a girls football club, as did United Living in terms 5 and 6.</p> <p>We have taken part in all events held so far. Children have really loved being involved and it has impacted their well-being positively.</p>	<p>Relaunch the daily mile next year to involve parents/carers on a Friday.</p> <p>Put dates in the calendar for next year</p> <p>Re-launch next Year.</p>
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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:
All children, including SEND and least active, to represent their school or house in a competition.	<p>Local and virtual competitions:</p> <ul style="list-style-type: none"> Take part in competitions organised by TWKSSP PE lead/PE LSA to liaise with other local leads to arrange matches. PE activities sessions and play/lunch clubs used to practice skills for different competitions. Playleaders to help coach younger years Hold a football competition at Long Mead for local schools <p>Actively promote girls games activities and inclusion in sports, including making the Girls Football Pledge and increasing single sex football activities.</p> <p>Intra-house competitions:</p> <ul style="list-style-type: none"> All children to represent their house in a range of sporting activities. 	£	<p>We have taken part in all events held so far. Children have really loved being involved and it has impacted their well-being positively. Girls and boys football match against local school. Children keen. All other matches have been cancelled to date due to COVID. Practising skills before a competition has made a big difference on the positivity of children and their success as seen by the basketball competitions in T1 and 2.</p> <p>Girls Football Pledge has been made. Hadlow School coming in T4 to run a girls football club. Also, United Living came in to run girls only football sessions for KS2.</p> <p>Some events held (eg Sports day).</p>	<p>JJ to go to the local schools fixture meeting in September. 2022/23 playleaders will run games every Friday lunchtime with JJ to support.</p> <p>Put the dates in the diary for termly events in 2022-23.</p>

	<ul style="list-style-type: none"> Inter-house competition to take place termly. <p>Take part in National Schools Sports Week in 2022 (18th – 24th June)</p> <p>Promotion of local sports clubs;</p> <ul style="list-style-type: none"> visiting coaches to talk to children in assemblies and try it sessions. PE board used to promote outside clubs. 		<p>Different activities took place at lunch time to celebrate this week.</p> <p>Badminton coach spoke to children but not in assembly. PE board used to promote outside clubs to encourage more children to get involved.</p>	Put in calendar for next year.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	