

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages 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 <u>publish details</u> 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.**

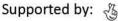
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17500
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17500

Swimming Data

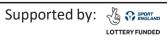
Please report on your Swimming Data below.

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	
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	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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/ <mark>No</mark>













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:
Improve the inclusion and participation of all but particularly hard to reach groups such as Girls PP SEN	 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. Update on social media and include family challenges	
	This Girl Can • 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.		T1 - Year 6 children trained as sports leaders T2 - lunch/break club set up by year 6 girls	













	T1 -	T3-T6 Year 6 girls monitor impact
	 C4L Club targeting inactive pupils/pupils who need support with healthy lifestyle Specific SEN clubs Specific sport/physical activity clubs for disability children to 	T1 - teachers/SENCO/PE specialist LSA identify children that would benefit from extra support. T2 - Year 6 to run a C4L for invited children T1-T6: take part in TWKSSP competitions/ activities aimed specifically to support these children. T1 - identify children who would benefit. Create a staffing rota and find a
	attend to get them involved and engaged or where activity will help with behaviour – including sensory circuits.	slot in the timetable. T1 - T6: take part in TWKSSP competitions/activities aimed specifically to support these children.
Improve provision for the high performing and able pupils	Engage outside agencies to deliver high quality specialist training	Take up offer of Badminton coaches for T1 and 2. Encourage identified children to take up bursary offers at local club level.
	 Provide opportunities for competing against other schools 	T1-T6: Enter TWKSSP events aimed at these children. T1 - T6 Organise events against different schools
	 Weekly lunch club and afterschool 	T1-T6: Lunch clubs run by











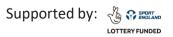


	clubs provided for competition		specialist LSA which target	
	prep and practice.		upcoming events.	
Improve and develop the offering of sports leadership	 Provide play leaders award to pupils in Yr 6 		T1 - training given to all Yr 6 children.	
	 Yr 6 to lead break and lunch time 		T1 - T6: rota of sports leaders	
	activities for KS1 on a rota basisYr 6 to lead This Girl Can and C4L		created. Yr 6 monitor attendance and	
	clubs		evaluate activities	
Termly challenges to engage children in the Daily Mile.	 Increase parental awareness and involvement in the benefits of the 	pedometers)	T1 - Re-launch in assembly with a termly challenge. T1: create a way to monitor how far each class has travelled each week and reward the longest distance in Celebration Assembly T1 - find out if we have pedometers - organise fund raising campaign if we don't. T2 -T6 - Encourage parents/carers to join a themed	
	daily mile.		Daily Mile each term	
Purchase/Renewing of equipment	 Audit PE equipment to see what needs to be replaced/upgraded 	£1000		
Vov indicator 2. The profile of DECCOA	hoing raised agrees the school as a tr	and for whole seb	and improvement	Percentage of total allocation:
Key indicator 2: The profile of PESSPA	being raised across the school as a to	Joi for whole sch	oormprovement	%
Intent	Implementation		Impact	,,,











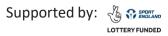


Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Embed the schools vision and values of PE into all pupils, staff and volunteers	 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. 		T1-6: learning walks to show that school values are referred to in lessons. Certificates to be given out in celebration assemblies link to school/PE values. PE notice board shows what the chosen value looks like in practice.	
Take part in Healthy Schools Week(12 th - 16 th June 2023)	Whole school focus on healthy eating through lessons, assemblies, parent activities.		Organise a variety of fun events, engage PTA support. - Five on a plate lunch challenge - Cook with mum/dad - Daily mile walk challenge - Learning together session Provide teachers with resources for lessons. Promote on social media to engage families	
To increase the number of families who walk, scoot or ride to school.	 Take part in Sustrans Big Bike and Wheel (20 - 31st March 2023) Take part in WOW (Walk on Wednesday) 	£250	Promote event with staff and families. Celebrate on social media/website and in assembly T1 - apply for funding for free badges Hold assembly and promote to parents. T1 - T6 Monitor impact.	
	 Bikeability – funding to top up cost so that it is available to all 		Identify children who would benefit from this support and	













	children		offer to parents	
Use national/international sporting events to increase engagement in PE and physical activity.	 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 		T1 - decide on events and events and list on calendar. Promote to children and families through assemblies, website and social media.	
To use our outside space to improve well-being and learning for all.	 Organise sports people to come in. 	£200 £1000	Make contact and arrange visits. T1-T6 Monitor the impact of Forest School through student surveys. T1 - ask for lunch play volunteers T2 - once DBS's through, offer training T2-6 monitor successfulness of scheme.	
To use sport and physical activities to aid transition between key stages.	 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 		Transitions include EYFS to Yr 1 KS1 to KS2, downstairs to upstairs Contact HC to see if they would facilitate this event.	

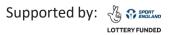
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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	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.	
	PE Pro Lessons to be taught by all	£1300	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. T1- T6: introduce and use the PE Pro assessment grids. Monitor.	
	'Making the most of playtime' training for LSAs and PE lead		T1 - sign up for free online training from http://www.outdoorplayandlearning.org.uk/ Add to training schedule for LSAs T2-6: Monitor the impact	
	CPD from TWKSSP	£1500 (cost of whole offer excluding club)	T1 - PE LSA to attend PE conference. T1-T6: range of staff to attend sport focused CPD offered by TWKSSP. T3 - LSA PE Specialist and teachers to work alongside TWKSSP to run	













Key indicator 4: Broader experience o	PE LSA to join in with CPD at Hugh Christie farange of sports and activities offer	red to all nunils	gymnastic lessons. T1 - request to be involved with CPD planned at HC. T1-T6 - PE LSA to watch PE taught at HC particularly with classes with challenging behaviour.	Percentage of total allocation:
The final cutoff 4. Broader experience of	r a range or sports and activities one			referringe of total anocation.
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.		£200 (TWK5SP) £1,500 others	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.	
	 Encourage participation in sports away from school. 		PE board used to promote outside clubs.	
Taster experience days	 Learning and Discovery Festivals 		Take part in festivals designed for SEND and least active children.	
	 Take part in local community events. 		Take part in events put on by Tonbridge School, such as Giving Day	











PE lessons to cover a broad range of sports and sporting activities	 PE Pro lessons to be used across the school. 	T1 – Long term plan amended based on new lessons made available on PE Pro App.	
	 Pupil feedback used to monitor the activities/sports taught. 	Pupil questionnaires to be completed at the end of each unit taught and results monitored and action taken.	













Key indicator 5: Increased participation	on 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.	 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	Take part in competitions organised by TWKSSP PE LSA to liaise with other local leads to arrange matches. T1:Set dates for intra-house competitions: T2 football, T4 hockey, T6 sports day Sign up and take part in a range of activities across the week Use website/social media to ensure that the competition intent is shared with parents.	
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)	 Actively promote girls games activities and inclusion in sports, including making the Girls Football Pledge and increasing single sex football activities. 		Sharea with parents.	

Signed off by













Head Teacher:	Elizabeth Alexander
Date:	27/9/22
Subject Leader:	Karen Follows
Date:	27/9/22
Governor:	Agreed by Governing Body
Date:	4 th October 2022











