

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 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.

<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>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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	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?:
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 This Girl Can <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. 		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 T1 - Year 6 children trained as sports leaders T2 - lunch/break club set up by year 6 girls

	<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>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. Create a staffing rota and find a slot in the timetable.</p> <p>T1 - T6: take part in TWKSSP competitions/activities aimed specifically to support these children.</p>	
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 		<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</p>	

	clubs provided for competition prep and practice.		specialist LSA which target upcoming events.	
Improve and develop the offering of sports leadership	<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>	
Termly challenges to engage children in the Daily Mile.	<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. 	£50 (for pedometers)	<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>	
Purchase/Renewing of equipment	<ul style="list-style-type: none"> • Audit PE equipment to see what needs to be replaced/upgraded 	£1000		
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>	
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>	
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) Bikeability - funding to top up cost so that it is available to all 	£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>T1 - T6 Monitor impact.</p> <p>Identify children who would benefit from this support and</p>	

	children		offer to parents	
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.</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. Parent volunteers to help with lunchtime play activities 	£1000	<p>T1-T6 Monitor the impact of Forest School through student surveys.</p> <p>T1 - ask for lunch play volunteers T2 - once DBS's through, offer training T2-6 monitor successfulness of scheme.</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</p> <p>Contact HC to see if they would facilitate this event.</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 PE Pro Lessons to be taught by all 'Making the most of playtime' training for LSAs and PE lead CPD from TWKSSP 	<p>£8500</p> <p>£1300</p> <p>£1500 (cost of whole offer excluding club)</p>	<p>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> <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. 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/ Add to training schedule for LSAs T2-6: Monitor the impact</p> <p>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</p>	

	<ul style="list-style-type: none"> PE LSA to join in with CPD at Hugh Christie 		<p>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>	
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</p> <p>T3: cheerleading booked</p> <p>T1 PE LSA to investigate other clubs.</p> <p>Football club and multi-sports after school clubs run by staff.</p> <p>Sports lunch club each day focusing on a different sport.</p> <p>PE board used to promote outside clubs.</p>	
Taster experience days	<ul style="list-style-type: none"> Learning and Discovery Festivals Take part in local community events. 		<p>Take part in festivals designed for SEND and least active children.</p> <p>Take part in events put on by Tonbridge School, such as Giving Day</p>	

PE lessons to cover a broad range of sports and sporting activities	<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>	
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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.	<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>	
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. 			

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