

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 2022. To see an example of how to complete the table please click [HERE](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1,706
Total amount allocated for 2020/21	£17,750
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,750

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	52%
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	35%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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?	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: 2021/2022		Total fund allocated: £17,750		Date Updated: 13/07/2022	
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: £7323.01 = 41.3%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Access to enough high quality resources for all children during extra-curricular sessions to promote active engagement and enjoyment.		Purchase of additional PE resources to support after extra-curricular activities e.g. Balls/Racquets. All sports sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in sporting activities		Funding allocated: Basketball set £299.96 Frisbees £84.06 Tennis balls £88.94 Slazenger Airball £45.60 Tennis balls set £23.95 Tennis ball bucket £64.99	
				1. Initial spend has ensured that all sport sessions have been fully resourced leading to greater participation and active minutes. 2. Equipment audit by PE coordinator linked to planning.	
				Sustainability and suggested next steps: 1. Continued monitoring of PE resources for wear and tear. 2. Monitor after school activities to ensure children are engaged.	

Access to increased range of high quality resources to facilitate active play.	Purchase of additional playtime resources and replacement of lost or broken resources. Children have access to a wider range of resources which encourage active play both on the playground and on the school field during the summer months. Children's play is more active.	Sovereign play systems (renovations) £1362.62 Set of footballs £32.95 Soft footballs £54.94	1. Observations include increased participation by KS1 children using playhouse and activity area. KS2 children playing 4 square and football. 2. Positive feedback from pupils.	1. Continued monitoring of playtime activities and freshening up of new resources to ensure continued interest and participation. 2. Wider range of playground equipment, to cater for all areas of development e.g. pogo sticks, stilts, skipping ropes.
Improve physical fitness and activity at break and lunch times.	Offer lunchtime clubs for children who need support to become more active. Playleaders to teach, lead and facilitate games and sports as well as football to engage more pupils.	KS2 playleader and sports clubs £2925 KS1 play leader £1462.50	1. Lunchtime girls football in Year 5 has led to increased activity for these children. 2. It has increased their confidence in PE lessons. 3. More pupils playing active games at lunchtime including four square, den building, rugby, running events etc.	1. Ask class teachers to put forward names of girls who would benefit from more activity and a confidence boost. 2. Set up girls football for KS2. 3. Maintain playleaders but also train pupils to be play leaders.
Increased attendance at clubs of pupils with SEND	TA support at sports clubs to allow pupils with SEND to attend and have the support they need to be able to access clubs	TA support £877.50	1. Pupils with SEND attended the clubs they wanted to. 2. Other pupils included them in their games outside of the club.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £471 = 2.7%
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?:	Sustainability and suggested next steps:

To share a whole school activity with the school and parents.	Encourage children to participate in competitive sport and have fun. Preparations for Sports Day – Markings, equipment and certificates. Increase enjoyment of competitive sports. Improve team work skills.	£25	1.Children enjoyed the competitive nature of the activities and receiving their awards.	1.Review and update Sports Day activities for next year.
To use sport and physical activity to help development other curriculum areas.	Developing balance and core strength in riding bikes assists children in developing their writing as well as other	£446	1. All pupils completed the course and most could ride a bike without stabilisers.	Continue with exercises and targeted intervention for pupils who need further support.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£9550 = 53.8%%
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 teacher confidence and subject knowledge in PE Give teachers up to date information about current and best practise in PE.	Hire specialist sports coaches to teach PE lessons. Teachers to observe and learn from watching the lessons. Teachers to implement good practise in their own PE sessions. Subject leader to pass on information from relevant emails and updates.	Sprint PE £9,550.00	1.Pupils receive high quality teaching from external sports coaches. 2.Teachers have increased their confidence in teaching PE. 3. Teachers have increased competency in teaching PE. 1.Teachers feel more confident in their subject knowledge. 2.Teachers feel that they are kept informed about changes in PE.	1.Continue with this to some extent next year. 2.Subject leader to audit staff to make sure relevant training is being received. 1.Continue to disseminate information given to the subject leader. 2. Subscribe to relevant magazines.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£942 = 5.3%
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:

<p>The range of after school clubs is wide and varied to give the children a range of experiences.</p>	<p>Clubs meet the varied interests of children within the school. The school always aims to have at least one sport that the children may not have experienced before. Use of premium to keep cost low and ensure that no child misses out through cost. Additional clubs to be decided upon after consultation with children.</p>	<p>Yoga club £535.00 Street Dance £150.00 Football £257</p>	<p><u>Yoga club</u></p> <ol style="list-style-type: none"> 1. Increased enthusiasm for alternate exercise. 2. Children have been equipped with mindfulness techniques 3. Children have increased wellbeing and are more self-aware of their emotions. <p><u>Street Dance</u></p> <ol style="list-style-type: none"> 1. Opportunities for new sports, they may not have had a chance to take part in. 2. Opportunity for exercise and enjoyment through alternate sport. <p><u>Football</u></p> <ol style="list-style-type: none"> 1. girls' football club started 2. increased number of girls joining local team 3. more girls joining in with lunchtime football 	<ol style="list-style-type: none"> 1. Perform pupil survey to review the sports on offer. 2. Find adult support for running different clubs.
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 0%</p>
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Intent	Implementation		Impact	
<p>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:</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 changed?:</p>	<p>Sustainability and suggested next steps:</p>

Cluster formed with 2 other local schools football netball	Children are given the opportunity to compete against other schools. This is to increase their confidence, sportsmanship and competitiveness.	£ None	<ol style="list-style-type: none"> 1. Positive feedback from children and parents for the children to be competing again after lockdown. 2. Children show manners and sportsmanship towards other schools. 3. Children have shown compassion and care towards team mates. 	<ol style="list-style-type: none"> 1. More competitions happening between other schools. 2. Enter Maidstone school events 3. More competitions in school between classes and year group.
		Total: £18,286.01		
		Carry over: £0		

Signed off by	
Head Teacher:	<i>D Johnson</i>
Date:	18.07.2022
Subject Leader:	<i>A Stevens</i>
Date:	19.07.2022
Governor:	<i>Splendid</i>
Date:	20.07.2022