

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020-21 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • House competitions running each term so that all children represent their house at least once a year • Active Play (Active Mile) participation every day for all children. • Multiple sports clubs running after school with increasing attendance from pupils. • School regularly hosts and attends inter-academy competitions. 	<ul style="list-style-type: none"> • PE curriculum redesign with focus on skills rather than sport - Yearly overview produced. • Attend more inter-school competitions (outside those of academy) • Teacher confidence for new staff.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

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.	
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 2021.	N/A swimming was cancelled due to COVID 19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A swimming was cancelled due to COVID 19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A swimming was cancelled due to COVID 19
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: 2020/21		Total fund allocated: £19,540		Date Updated: Sept Review 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					% 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:	
<ul style="list-style-type: none">Ensure pupils receive at least 2 hours of P.E and sport within curriculum timePupils can access a further 2.5 hours a week of active playIncrease participation on non-doers in P.E lessons and clubsDevelop understanding of what constitutes a healthy lifestylePupil to begin to make positive choices that contribute to a healthy lifestyle		<ul style="list-style-type: none">Ensure active play is fully equipment and activities change in line with current curriculumCPD midday supervisors/active play leaders to deliver different sessionsStrive to provide a wide range of afterschool sporting clubs (minimum of 20 this year)Focus on the engagement of PP childrenBarriers to separate playground for COVID guidelines.		£3000	
				£1000	
				£765.3	
				Development of organised play –maintenance of high level of engagement in playtimes and lunchtimes.	
				Hockey, football, basketball and netball clubs.	
				Develop understanding of rules of these games and improve teamwork and sense of fair play.	
				Having prior knowledge and experience will promote confidence and increased likelihood of children joining clubs outside school.	
				Continue providing a range of sports equipment at break/lunch times – give pupils autonomy over choice.	
				Consider switching equipment over each full term to maintain enthusiasm.	
				New netball equipment purchased for enthusiastic netball team – expand to include other year groups. New coach needed.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				% of total allocation:
Intent	Implementation		Impact	7.5%
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<ul style="list-style-type: none"> • Increase parental engagement on sporting activities • Increase the participation rates of pupil premium children • Increase awareness of different aspects of sports across the school through awarding medals and certificates • Strive to improve on pupils achievement in an sports skill 	<ul style="list-style-type: none"> • Introduce new rewards scheme based on club and competition participation. • Further develop the role of sports leaders. • Hold festivals at TPAT • Provide a sports board for the pupils and parents undated every term • Personal Best Programme Termly 	<p>£500</p> <p>£1500</p>	<p>Engage <i>Take Pride</i> to train selected group of Y6 pupils to become play leaders.</p> <p>This will provide a two-fold benefit:</p> <p>1) Play leaders will develop a sense of responsibility in providing sessions for younger children and they will develop knowledge and organisational skills.</p> <p>2) Younger children will benefit from organised and structured play sessions in their lunch breaks.</p> <p>Steps to work towards setting goals and improving personal performance.</p> <p>Understand ways of tracking achievements.</p>	<p>TPAT Olympic Games to go ahead in 21/22 academic year – already planned.</p> <p>Choose new sports leaders who can support younger children with use of new variety of equipment.</p> <p>Continue with BNF Healthy Living Week, which has ‘personal best’ aspect. Track each full term to see whether this improves.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				% of total allocation:
Intent	Implementation		Impact	18%
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<ul style="list-style-type: none"> • Provide shoulder to shoulder teaching for teachers to support delivery of P.E lessons with exp PE teacher • Provide targeted support for teachers in delivery of P.E and games lessons • Track teacher's confidence and competence through observations and questionnaires and PPA visits. 	<ul style="list-style-type: none"> • JB to support the teaching of PE across KS2 (PM x 5 days a week) have a clear progression map of PE teaching across the school. • JB to run staff meetings on teaching PE and how to use the plans effectively. • JB to organise termly drop in sessions depending on the needs of the staff (staff Audit) – Release time • Provide CPD opportunities for all staff 	<p>£1500</p> <p>£250</p> <p>£1000</p>	<p>Staff understand structure of a typical P.E lesson, based on aims and objectives and the principle of building pupils' skill sets.</p> <p>Enable staff to assess the impact of their lessons and feed back in order to give a meaningful overview of children's performance and development.</p> <p>Provision of support and advice based on observation and team teaching will refresh subject knowledge, confidence and competence.</p>	<p>Teachers frequently observe PE Lead and will continue to do so. Transition this into team teaching opportunities.</p> <p>Seek CPD opportunities/ outside coaching for NQTs for 21/22.</p> <p>Staff have volunteered to support 21/22 TPAT Olympics.</p> <p>Increase range of Knowledge Organisers to support teachers in their PE knowledge.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				% of total allocation:
Intent	Implementation		Impact	51%
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Additional achievements: <ul style="list-style-type: none"> • Provide a wide variety of extra curriculum sports clubs • Create links with local clubs (Cyclopark, Rugby Club, Tennis Club) • Increase the range of sports clubs available to at least 20 over the year 	<ul style="list-style-type: none"> • Run taster sessions from local clubs • Take pupils on sports related trips at least once per year to local taste workshops 	£8.525 £7500	<i>Linked with key indicator 1) above:</i> Children will see the opportunities to join clubs outside the school and actually engage in taster sessions. Joining a club outside school will benefit children in social skills and help to provide a healthy lifestyle	New netball club is established, chn enthusiastic to participate with a waiting list to join. Continue to promote outside teams like Gravesham FC, CFX Netball Club, Orpington Cricket Club, Gravesend Cricket Club.

Signed off by:	
Head Teacher:	Sarah Jack
Date:	Sept 2020 Reviewed 20 th July 2021
Subject Leader:	Jeremy Bownas / Christina Stenson
Date:	Sept 2020
Governor:	Lucy Hornby
Date:	29.09.20