

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2050
Total amount allocated for 2022/23	£17,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£14,950

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	100%
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	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%

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:		
			65%		
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?:	Sustainability and suggested next steps:	
<p>All pupils have 2 afternoon sessions, each of 60-90 minutes, of PE a week. This includes a dedicated PE session focusing on PEPlanning and another session focused on healthy active lifestyles, among other curriculum areas, at forest school. These are taken by the class teacher and our forest school leaders.</p> <p>To create a safe, engaging area for pupils to engage with actively.</p>	<ul style="list-style-type: none"> The sports board promotes physical activity and healthy lifestyle choices. All pupils are offered a range of sports clubs throughout the year. This is giving them the opportunity to engage in additional physical activity. The 'Daily Mile' pupils participate in at the end of lunch or at break time. Lunch Clubs with Mr Fenton to encourage active participation in sports/games. 		<p>Funding allocated:</p> <p>£14,000 - Mr Fenton & Mr Hall</p> <p>£950 - sports equipment - repair and replacement as required, new sports kits for inter-school competitions & required new equipment.</p>	<ul style="list-style-type: none"> All pupils have made progress towards NC objectives All pupils have had a dedicated 1.5hrs PE a week, with forest school supplementing a whole day weekly one term of the year All pupils have had access to sporting after school clubs provided by Mr Fenton/Mr Hall PE kit has been replenished Goals have been replaced with age-appropriate size 	<ul style="list-style-type: none"> Mr Hall to stay on staff LTP in place to ensure progression of all NC objectives New PE lead to familiarise herself with planning and school

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 14%
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>For pupils to have access to a full PE curriculum that challenges and engages them.</p> <p>To have exposure to role models that celebrate active lifestyles and good healthy living - Focus on dance & gymnastics.</p> <p>To celebrate sportsmanship, being active, healthy eating with a combination of skills and knowledge taught.</p>	<ul style="list-style-type: none"> - Use of PEPlanning to assist with MTPs & lesson plans - PE Lead to ensure full coverage of NC objectives with opportunities for progression - REFLECT values to be an integral part of all PE lessons. 	£150 - PEPlanning.org	<ul style="list-style-type: none"> - All pupils have made progress towards NC objectives - Teachers have developed subject knowledge alongside Mr Hall 	<ul style="list-style-type: none"> - Mr Hall to stay on staff - LTP in place to ensure progression of all NC objectives - New PE lead to familiarise herself with planning and school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
Embedding of PE Planning as a change from existing curriculum which limits inter-school competition. CPD opportunities for staff to upskill and improve quality of PE provision.	<ul style="list-style-type: none"> - Introduce staff to new work - Provide LTP - Ensure full coverage of NC objectives - Ensure CPD to all staff - Ensure effective monitoring 	NA	<ul style="list-style-type: none"> - All pupils have made progress towards NC objectives - Teachers have developed subject knowledge alongside Mr Hall - LTP, MTP & Individual lesson plans all in place 	<ul style="list-style-type: none"> - As above.
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:
<ul style="list-style-type: none"> ● Ensure all pupils have wide range of sporting/active activities available both in PE lessons and extra curricular provision ● Ensure repetition of skills to allow progression 	<ul style="list-style-type: none"> ● Lunch & after-school clubs ● Careful implementation of LTP to ensure that all pupils cover a wide range of activities ● 	NA	<ul style="list-style-type: none"> - LTP has ensured six different sports per year group & 3-year plan ensures that they cover at least 3-4 more over a two-year cycle - Lunch & after-school provision gives further 	<ul style="list-style-type: none"> - Continue with lunch/after-school provision - Develop sports leaders for further clubs/activities at lunches

			options for pupils to learn, experience & develop skills further	
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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:
<ul style="list-style-type: none"> To allow all pupils to compete in competitive situations. To give all pupils the opportunity for further involvement in games/sports/ activities through clubs To hold inter/intra-school events To allow full access to the curriculum through PE equipment. 	<ul style="list-style-type: none"> Ensure all pupils have opportunity to represent Smarden School at inter & intra-school events 	NA	<ul style="list-style-type: none"> Rawlinson Run Multi-skills Football matches & tournaments x15 Cricket Matches x 12 Sports Day <p>- All pupils from KS1 & KS2 have had opportunity to represent the school</p> <p>- Over 50% of KS1/2 Pupils have represented the school at least once.</p>	<ul style="list-style-type: none"> Increase range of sports offered at inter-school events Create intra-school events for houses to compete

Signed off by	
Head Teacher:	Claudia Miller
Date:	19.07.22
Subject Leader:	Hal Bedford-Cooper
Date:	19.07.22
Governor:	Matt Hardwick
Date:	19.07.22

