

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

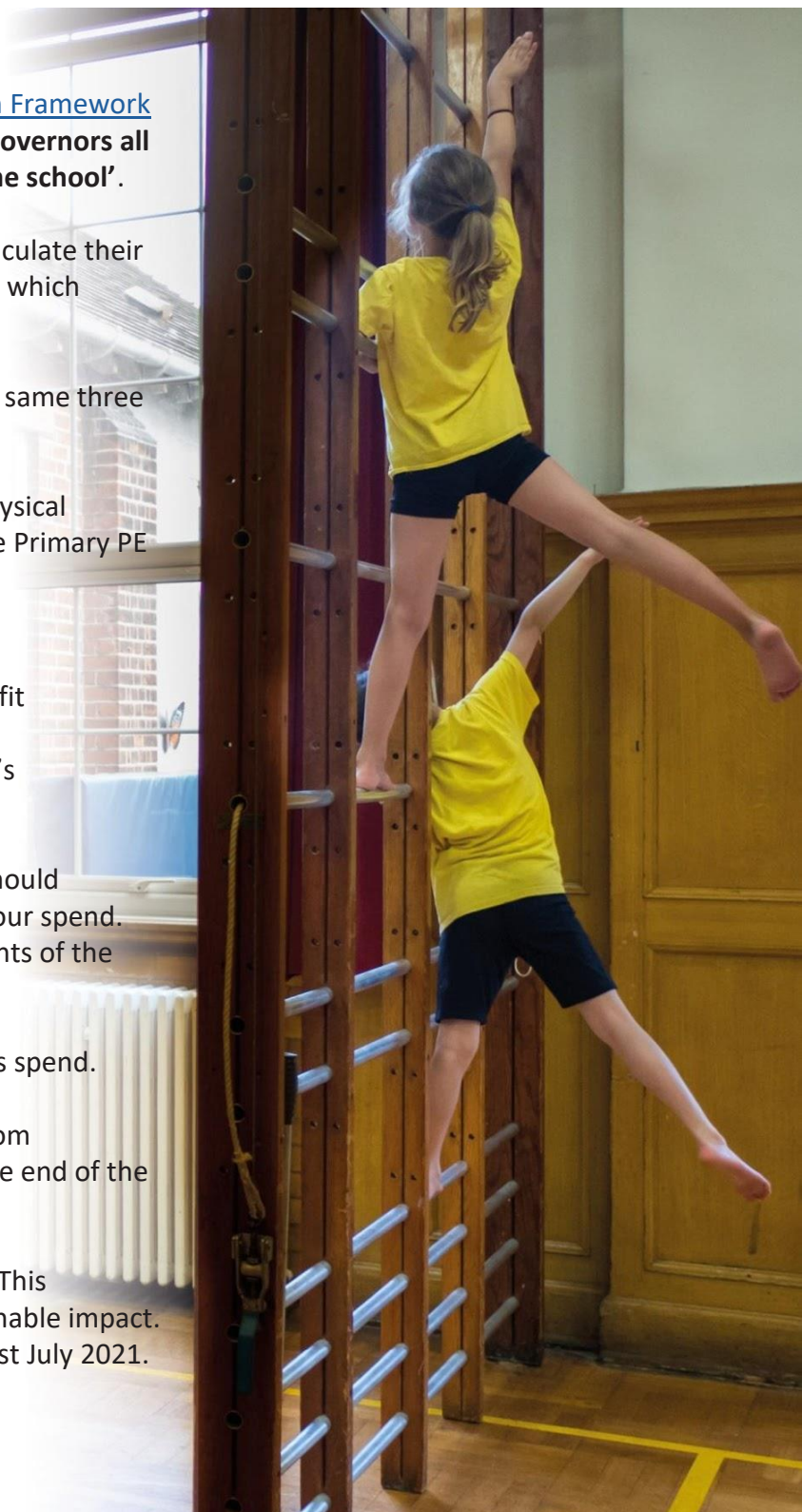
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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 2021 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 until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Implementation of new PE curriculum in latter part of the year ● Halloween Run ● Sports Day ● Forest School ● Refurbishment of outdoor area ● All pupils have an afternoon session, each of 60-90 minutes, of PE a week. ● Mile-run implemented for all classes daily. ● After school clubs running when restrictions allowed. ● Order of some PE equipment to allow full access to curriculum ● Assembly by Beth Twaddle ● Visit from Invictus Athlete – Darran Challis. 	<ul style="list-style-type: none"> ● Embedding of new curriculum ● Staff training and CPD ● Inter/Intra-school competitions ● Lunch-time clubs and after-school provision of clubs can improve with variety and accessibility. Look into coaches for lunchtime provision especially. ● Healthy eating & welfare.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020

+ Total amount for this academic year 2020/2021

= Total to be spent by 31st July 2021: £30,528.16

Amount to be carried over to 2021/22: £534.84

<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 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 2021.</p> <p>Please see note above.</p>	88%
<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>	88%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	88%
<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?:	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 PE Planning 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 in the hall 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. To refurbish the outdoor area with Astroturf for PE facilitation and active pupil engagement. 		£29,363 - Play equipment	<ul style="list-style-type: none"> Change in focus on PE away from competitive activities with a physical focus to a creative, engaging, and skill based curriculum with a focus on personal bests. Pupil enjoyment increased, especially among historically lower attaining children. Children are engaging in high intensity PE lessons and accessing physical activity at intervals during the school day. They have increased Physical development, Cognitive 	<ul style="list-style-type: none"> Lunch clubs and after school clubs – A new member of staff has been hired for this to become a daily occurrence at the school. Mile Run embedded in timetable Inter/Intra-school competitions.

			<p>skills, Physical fitness and Personal qualities.</p> <ul style="list-style-type: none"> The Daily Mile will improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. Children’s fitness will increase the more they participate in the Daily Mile. 	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
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>
<p>For pupils to have access to a full PE curriculum that challenges and engages them. To have exposure to role models that celebrate active lifestyles and good healthy living. To celebrate sportsmanship, being active, healthy eating with a combination of skills and knowledge taught.</p>	<ul style="list-style-type: none"> Beth Twaddle assembly Darran Challis Visit Mile run 	<p>£120 Beth Twaddle - Educational Values</p>	<ul style="list-style-type: none"> Pupils have seen international athletes, including from the Olympics and the Invictus games and learnt about their perseverance, endurance and resilience. Mile run has engaged and encouraged active lifestyles. PE lessons have allowed 	<p>More focus on healthy living through other areas. Certificate system to be developed further.</p>

			pupils to participate, learn and improve techniques & skills and increase knowledge on health, their bodies and exercise.	
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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:
Implementation of PE Planning as a change from existing curriculum which limits inter-school competition. Purchase of planning specific to Netball & Tag Rugby for after-school clubs. Plans are used to educate and upskill staff members.	PE Planning implemented	£149 – PE Planning - Planning & Resources £28.98 – Equipment - PE Lessons £65 - Ashford & District School Sports Association Subscription - Planning & Resources	<ul style="list-style-type: none"> PE lesson focus has changed to allow more sport based learning, while still allowed for growth and progression 	New staff member to be employed to assist with PE lessons and help deepen learning.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	%

Intent	Implementation	Impact	
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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"> ● Purchase of PE equipment to allow all sports/games/activities to be held relevant to our curriculum. ● Some afterschool clubs held when covid-restrictions allowed. ● PE Planning introduced to allow a variety of sports and pupil exposure. ● Sports day to give all pupils a chance to compete. 	£801.18 – Equipment order	<ul style="list-style-type: none"> ● PE equipment purchase has allowed full access to planning ● Sports day held with competitive element – every pupil in school participated on day of the event ● A few after school clubs have allowed for further progression or involvement, but limited by covid. 	New staff member to be employed to assist with lunch clubs and afterschool clubs.

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:

Signed off by	
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Date:	22.07.21
Subject Leader:	Hal Bedford-Cooper
Date:	21.07.21
Governor:	
Date:	