

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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](http://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 **31<sup>st</sup> July 2020** 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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Due to the situation this year, many of our plans had to be put on hold as we dealt with school closures for non-key worker children, changing guidance when the school reopened and the health and safety implications for pupils and staff. Our yearly Sports Week was drastically changed and Sports Day had to be cancelled, Sporting competitions were also cancelled, clubs couldn't run and many of the children were not in school.</p> <p>However, we continued to raise the profile of sport and encourage physical activity through virtual methods such as daily Live Zumba sessions led by the head teacher on Twitter, YouTube PE challenges set by the PE Lead and Intra competitions provided through our link with the local secondary school. We held an intra sports challenge for the children in school as part of Sports Week and PE was actively encouraged by all teachers with their bubbles outside every afternoon.</p>	<ul style="list-style-type: none"> <li>- Introduce an element of Pupil voice to PE by working with pupil Sports leaders more regularly.</li> <li>- A focus on in-house development of PE by teaming up teachers with our own Sports Coach, offering support in PE lessons every day, running after school clubs/lunchtime clubs and providing support with competitions in the future. This will ensure we continue to meet the 5 key indicators and provide more PE/sport opportunities than before.</li> <li>- Continuation of daily activity through Zumba and greater encouragement of the Daily Mile.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	41%

<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No (There were some plans for top-up swimming this year however, due to Covid 19, these plans were dropped).</p>
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## 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: 2019/20		Total fund allocated: £	Date Updated:	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:
<ul style="list-style-type: none"> <li>- Daily Zumba as a way to encourage physical activity and mental wellbeing at the start of the school day.</li> <li>- Sports leaders had begun to record daily activity for KS2 classes and this data was being uploaded to the Tokyo 202 Get Set website however this stopped due to the Covid 19 school closures and reopening guidance.</li> </ul>	<ul style="list-style-type: none"> <li>- Aiming to meet the 30mins of physically activity each day by adding a daily 10-15 minute Zumba sessions in the morning.</li> </ul>	£301.00	<ul style="list-style-type: none"> <li>- All pupils are realising the benefits of daily physical activity.</li> <li>- Improvements in mental wellbeing.</li> <li>- Leadership and confidence has been developed through the introduction of Zumba leaders these are Yr5/6 pupils who lead the sessions alongside the head teacher and sometimes on their own.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Zumba to be continued next year. There is potential for some other activities to be added however this will depend on future guidance.</li> <li>- Future activity tracking by pupil Sport Leaders and the opportunity to lead their own activities with a Sports coach at lunch times.</li> <li>- Using the Olympics to encourage activity.</li> </ul>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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"> <li>- Continuation of Year 3 Swimming.</li> <li>- First Aid training for all year 6 pupils.</li> <li>- Raise the profile of Sport and physical activity during Lock Down.</li> </ul>	<ul style="list-style-type: none"> <li>- 10 weeks of swimming lessons at the Stour Centre, provided to pupils in Year 3 (8/10 were completed before the Covid-19 situation – these will be topped up by the time these pupils get to Year 6).</li> <li>- First Aid training for year 6 pupils to build on their responsibilities and life skills. It also provided them with useful skills that can be applied to physical activity and injury prevention.</li> <li>- During Lockdown, Daily Zumba lessons hosted on Twitter, Weekly PE challenges set by PE Lead on YouTube, participation in Intra Competitions through link with the local Secondary</li> </ul>	(Funding from the school budget + voluntary contributions)  £273.00 (First Aid training)	<ul style="list-style-type: none"> <li>- Pupils have enjoyed the weekly swimming sessions and these have been as, if not even more successful than previous years, with a greater focus on the national curriculum requirements by having three swimming coaches each teaching a focussed group of children.</li> <li>- Recognition from Kent Sport, who have written a Case Study about our efforts to encourage sport and physical activity during Lock Down.</li> <li>- Improved parental engagement through the use of virtual methods.</li> </ul>	<ul style="list-style-type: none"> <li>- Our own Sports coach to help run school events and enhance the profile of Sport in School.</li> </ul>

	School. We also held an intra sports challenge for the children in school as part of Sports Week. This involved individuals competing in skill/fitness based challenges to earn points for their house.			
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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	
<p>Your school focus should be clear</p> <p>what you want the pupils to know</p> <p>and be able to do and about</p> <p>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>
<ul style="list-style-type: none"> <li>- Develop teachers lessons through PE curriculum support provided by the Lenham School Sports Package.</li> <li>- Provide planning and ideas for teachers to save workload and improve lesson quality. A Scheme of work is being used by teachers and PE Lead has ensured equipment is available.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers receive 2 terms worth of support from the Lenham School PE specialist. Focussing on sports that they require further assistance with and allowing them to observe/teach lessons for these sports.</li> <li>- PE scheme of work purchased that covers sports which have been identified as needing further support (dance &amp; gymnastics) as well as a range of other sports.</li> </ul>	<p>£7650.00 (Lenham School Sports Package)</p> <p>£1500 (Scheme of work)</p>	<ul style="list-style-type: none"> <li>- A range of sports are being taught by teachers and the PE specialist from the Lenham School.</li> <li>- Based on observation and having personally taught from the scheme, pupils are developing their skills in a more structured way and are applying them in competitive/game situations during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- We have identified an alternative to the curriculum support provided by the Lenham School. This will involve the use of our own Sports Coach. This will offer support that is more regular (5 afternoons a week compared to 1), allow teachers to better differentiate and develop pupil's skills in lessons and continue to provide teachers with an experienced and knowledgeable person to get ideas from and support their lessons.</li> </ul>

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"> <li>- Provide pupils with opportunity to experience a range of different sports throughout the year taught by specialists (Fencing, Archery etc.)</li> <li>- Specialist activities provided by the Swattenden Centre including an assault course, archery and team building activities.</li> <li>- Zorbing activity for the Year 6s, providing them with a new experience that is both fun and encourages physical activity – this activity was allowed to go ahead at the end of the Year following guidance.</li> </ul>	<ul style="list-style-type: none"> <li>- Due to the situation this year, Specialist coaching and Swattenden activities were put on hold.</li> </ul>	<ul style="list-style-type: none"> <li>- Swattenden = £940.00 (rescheduled for next year)</li> <li>- Zorbing = £350</li> </ul>	<ul style="list-style-type: none"> <li>- n/a</li> <li>- Mental wellbeing on Year 6 pupils was improved as it was an excellent way to engage pupils coming back to school during a difficult time.</li> </ul>	<ul style="list-style-type: none"> <li>- Events will hopefully be rescheduled for next year.</li> <li>- The use of our own Sports coach will allow us to create our own activities/competitions and provide pupils with greater opportunities to experience different sports.</li> </ul>

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:
Continued participation in clubs and competitions to provide a range of sporting experiences to different pupils.  Link with the Lenham School to bolster competition participation.	<ul style="list-style-type: none"> <li>- Participation in competitions through link with the Lenham School at the start of the Year.</li> <li>- Some staff have provided their own after school clubs (netball club, racquet club etc.)</li> <li>- Joined the Football league so that the school football club can participate on matches against other schools.</li> </ul>	£7.650.00 (As part of Lenham School package).	<ul style="list-style-type: none"> <li>- Pupils competed in local competitions, such as Yr5/6 basketball. This enhanced their teamwork, confidence whilst providing them with a new experience.</li> </ul>	<ul style="list-style-type: none"> <li>- Much of this is dependent on the future Covid-19 situation. A return to greater normality will eventually allow for children to compete against other schools.</li> <li>- The use of our own Sports Coach, working with The PE Lead and head teacher to host our own competitions so that we can improve pupil participation further and ensure there is consistency.</li> <li>- Focus Sports- Choosing a few sports to focus on, with the PE Lead and coach providing after-school clubs with a competition focus.</li> </ul>

Signed off by	
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