

# 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](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, 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 2021. 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	£0.00
Total amount allocated for 2020/21	£21,260
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£21,260
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,260

## Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p><b>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</b></p>	86%
<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 2021.</p> <p>Please see note above</p>	86%
<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>	78%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	86%
<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>	No

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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.

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b> £21,260	<b>Date Updated:</b> 30/07/22		
<b>Key indicator 1:</b> 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: 0.94%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>• Encourage children to be more active during playtimes and lunchtime.</li> <li>• To ensure that all children have at least 2 lessons of PE each week.</li> <li>• To encourage children to become more active during the day – including in the classroom.</li> <li>• To increase pupils of physical activity.</li> <li>• To improve pupils’ mental health/ reduce anxiety through increased physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports leaders will hold and run completions and events at lunch time for all children are able to take part in.</li> <li>• PE timetable to ensure all classes have 2 lessons of PE each week. Including the opportunity to use the hall/outside areas to provide 2 lessons of PE per week.</li> <li>• All classes in Year 1-6 have two hours of timetabled PE. Which includes swimming in year 3/5.</li> <li>• Long term plans have been updated and the curriculum checked to ensure a wide range of skills are taught which follows the national curriculum. It is balanced and board.</li> <li>• To utilise the school running track at break and lunch times.</li> <li>• Continue the lunch time running club for children and staff.</li> <li>• To use the track and 4 lane</li> </ul>	<p>£200.00 Playtime equipment</p>	<ul style="list-style-type: none"> <li>• Children have been more engaged in physical activities during play times and lunchtimes. Increased social interaction and sportsmanship displayed between children across all year groups.</li> <li>• Two hours of PE ensures the children have access to regular physical activity.</li> <li>• This gives the children lots of extra space to use and encourages physical activity at break and lunchtimes.</li> <li>• Embedded physical activity into the school day including active breaktimes.</li> <li>• Improving pupils’ mental health/ reduce anxiety through increased physical activity.</li> <li>• It has encouraged pupils to take on leadership roles that support sport</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit more Sports Leaders to fill the vacancies.</li> <li>• Teach the children new games to play.</li> <li>• Set up sustainable rotas for play and lunch times.</li> <li>• Continue to provide 2 lessons of PE each week for all year groups in the future. Extra PE equipment has been provided and extra spaces created outside for classes to utilise.</li> <li>• Rota to be updated and maintained to give each year group access to the gym.</li> <li>• Play leaders and buddies to be organised as part of the Sports Leader provision in the school.</li> </ul>
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track as additional PE space and play space in the winter when the field is not in use.

- Use of the outdoor gym for children at break and lunchtimes.
- Play Leaders and buddies to run clubs for children at lunchtimes to encourage the least active children to take part in physical activity.
- Active lessons and movement breaks are encouraged in class as part of our creative curriculum.

and physical activity.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8.65%
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:	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 children with a variety of sports after school clubs.</li> <li>• Provide children with the opportunity to try new sports.</li> <li>• Review the quality of our extra-curricular provision including: <ul style="list-style-type: none"> <li>- Range of activities offered.</li> <li>- Ensure the enhancement and extension of our curriculum provision.</li> <li>- Inclusion</li> <li>- To promote an active, healthy lifestyle.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Links with outside organisations have allowed us to provide taster sessions in football, cricket, rugby and boccia.</li> <li>• Employing and self-funding local coaches to provide extra-curricular sporting opportunities.</li> <li>• Providing sport coaches at lunch times to continue leading football and other games at lunch times.</li> <li>• Employing expert advice to evaluate strengths and weaknesses in PESSPA and implanting a plan for improvement.</li> <li>• Fully involving children in the design, running and organisation of the school provision. Sports Leaders take on roles within the school</li> </ul>	<p>£1,834</p> <p>New sports equipment for lessons and clubs.</p>	<ul style="list-style-type: none"> <li>• Increasing the participation of children attending and taking part in school sports and sports clubs.</li> <li>• More confident and healthy children.</li> <li>• More confident and competent staff in leading and delivering sporting opportunities.</li> <li>• Enhanced quality of sporting offering.</li> <li>• Improved standards of physical fitness.</li> <li>• Positive attitudes to PESSPA.</li> <li>• Clear talent pathways for children.</li> <li>• Increased links with families and the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the uptake and demand for extracurricular clubs. Adjust the need as needed.</li> <li>• Use all PE facilities to their maximum potential by setting up and maintaining timetables.</li> <li>• Meet regularly with the Sports Leaders to involve them in the creation and running of coemptions and events.</li> </ul>

	<p>including buddies and playtime leaders. They have run lunch times clubs and activities for the children and helped to organise completions, events and interhouse tournaments.</p> <ul style="list-style-type: none"> <li>• Continue a strong partnership with other local schools within DASO and the DDPSSA.</li> <li>• Children are directed to outside specialist providers where appropriate e.g. tennis, badminton, rugby, swimming and football.</li> <li>• Year 4 attend a 2-day multi residential trip to Kingwood in Ashford.</li> <li>• Year 4 attend a 4-day residential trip to PGL Windmill Hill.</li> </ul>			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	72.31%

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>• All staff to provide high quality PE lessons.</li> <li>• Children to receive a wide and balanced PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to be given the opportunity to work and learn alongside skilled and qualified coaches.</li> <li>• The curriculum has been reviewed to ensure appropriate coverage, balance and breadth across each year group for the whole academic year.</li> <li>• Children are all allocated 2 hours (sessions) of curriculum PE a week.</li> <li>• The quality of teaching is reviewed through lesson observations, Seesaw monitoring and pupil voice interviews.</li> <li>• PE sports specialist hired as part of the school staff to teach alongside teachers and TA's to upskill them.</li> <li>• Staff CPD offered during the year provides opportunities for professional development.</li> <li>• Areas of weakness or confidence identified though staff</li> </ul>	<p>£15,376 PE sports specialist hired.</p>	<ul style="list-style-type: none"> <li>• The quality of PE lessons provided to the children will be enhanced.</li> <li>• More confident and competent staff.</li> <li>• Positive attitudes to health and wellbeing among children will improve.</li> <li>• Positive impact on whole school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to identify gaps in staff knowledge and address where needed.</li> <li>• Support new staff and ECT so they become confident teaching PE.</li> </ul>
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<ul style="list-style-type: none"> <li>To develop the PE and sports we already offer.</li> </ul>	<p>questionnaire with CPD focus on the areas identified by staff.</p>			
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
0%

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>
<ul style="list-style-type: none"> <li>Increase the range of sports on offer at break and lunch times.</li> <li>To enhance the inclusivity of curriculum PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>MDS, sports coaches and Sports Leaders trained to run and hold mini activities and competitions for children in KS2.</li> <li>Football will be reduced to allow space and time for other sports at break and lunch times.</li> <li>A running club will be established for children to be part of.</li> <li>Review long term PE curriculum plans after Covid changes to make</li> </ul>	<p>N/A Included above.</p>	<ul style="list-style-type: none"> <li>Positive play is rewarded to encourage children to try new things.</li> <li>Play Leaders and Sports Leaders trained to lead a range of activities.</li> <li>Children are more active at playtimes with an increased uptake in the challenges and sporting activities.</li> <li>The curriculum is broad and balanced with a wide range of sports taught</li> </ul>	<ul style="list-style-type: none"> <li>Train new sports leaders ready to lead lunchtime activities.</li> <li>Continue to monitor and observe PE lessons.</li> </ul>


<ul style="list-style-type: none"> <li>• Increase the number of sporting clubs available to the children.</li> </ul>	<p>sure a breath and balance of sports are taught across the school in lesson.</p> <ul style="list-style-type: none"> <li>• All activities should be accessible.</li> <li>• Monitor and define the role of a TA in the PE lesson.</li> <li>• Carry out observations of PE lessons to check quality of learning offered.</li> <li>• Listen to pupil voice to determine the children's interests.</li> <li>• Check and order new equipment if needed to meet the needs of the curriculum.</li> <li>• Record and monitor the children's club choices.</li> <li>• Help the most vulnerable learners to access the sports clubs they want working in collaboration with the FLO.</li> </ul>		<p>across the year groups. The progression of skills is clear throughout the school.</p> <ul style="list-style-type: none"> <li>• New equipment means a wider range of sports can be offered.</li> <li>• More children now take part in at least one sports club.</li> <li>• More vulnerable learners take part in sports clubs without barriers of cost or equipment/ kits.</li> <li>• Range of activities offered include gymnastics, dance, football, cricket, rounders, netball, athletics, lacrosse, badminton and table tennis.</li> <li>• Engaged or re-engaged disaffected children and increased the number of</li> </ul>	<ul style="list-style-type: none"> <li>• Meet regularly with the FLO.</li> <li>• Maintain the number of sporting clubs on offer over the year.</li> </ul>
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			<p>children who attend a sporting club.</p> <ul style="list-style-type: none"> <li>• Increased pupil participation.</li> <li>• More confident and happy children.</li> <li>• Increasingly positive attitudes to health and well-being.</li> <li>• Positive impact on whole school sporting achievements.</li> <li>• Increased school community and club links.</li> <li>• Children participate and share experiences of different sports they do outside of school.</li> </ul>	
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**Key indicator 5: Increased participation in competitive sport** Percentage of total allocation:  
18.10%

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>
<ul style="list-style-type: none"> <li>Provide children with opportunities to take part in a range of fun and competitive sporting activities within school.</li> <li>To increase the children's opportunity to compete in school sports against other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Interhouse competitions where able to be run in the summer term with children in each year group taking part in football, dodgeball, and rounders.</li> <li>School Sports day was organised for each key stage with all children competing for their house against others.</li> <li>Attend DDPSSA meetings regularly and play an active role in organising sporting events for children in Dartford.</li> <li>Engage with our SGO on a regular basis to gain entry to School Games competitions.</li> <li>Maintain club links with Dartford FC who provide a wide range of opportunities for the children.</li> </ul>	<p>N/A</p> <p>£100.00 DDPSSA membership (1 Year)</p> <p>£3,750.00 Dartford District Schools</p>	<ul style="list-style-type: none"> <li>During these events, children were exposed to several different sports and physical activities. They competed in events in their schoolhouses.</li> <li>Staff were also able to observe these sessions and gain CPD to use some of the activities in their own PE lessons.</li> <li>A wider range of sports competitions and festivals.</li> <li>Clear tallet pathways for children to follow.</li> <li>3 players representing the district.</li> <li>School teams in athletics, cricket, goal ball, tennis, football, netball, goalball, handball and badminton.</li> <li>A full and comprehensive sporting calendar was introduced as soon as</li> </ul>	<ul style="list-style-type: none"> <li>Sta13ff will use some of the activities learned during these sessions in their own PE lessons.</li> <li>Sta13 will have increased confidence to organise and run intra-house sporting competitions.</li> <li>Meet regularly with the School Games Organiser to gain entry into a range of opportunities and competitions.</li> <li>Team of staff created to attend more events and cover a wider range of sports.</li> <li>Student Sports Leaders to take an active role in</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to build links with other sporting organisations such as Bexley Rugby and Chance to shine cricket.</li> <li>• Teach other staff to run and attend sporting events which will increase our capacity to compete in more competitions.</li> <li>• Liaising with other schools to arrange friendly matches.</li> </ul>	FA membership.	COVID-19 restrictions allowed.	running events to make them sustainable long term.
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Signed off by	
Head Teacher:	Lewis Pollock
Date:	29/07/22
Subject Leader:	 David Harrington
Date:	29/07/22