

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](https://www.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](#).

Created by:



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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | |
| Total amount carried over from 2019/20 | £6128 |
| Total amount allocated for 2020/21 | £13,540 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £9979 |
| Total amount allocated for 2021/22 | £30,913 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £10,383 |

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>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> | TBC as children currently swimming in terms 3 and 4 2022 |
| <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 2020.</p> <p>Please see note above</p> | TBC Yr 6 currently swimming and awaiting assessment |
| <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> | TBC Yr 6 currently swimming and awaiting assessment |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | TBC Yr 6 currently swimming and awaiting assessment |

| | |
|---|-----|
| 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 |
|---|-----|

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: 2021/22 | | 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: |
| | | | | 10% |
| 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: |
| To provide training to school play leaders and lunchtime staff to engage them fully in running active lunchtimes. | Training for a group of Year 6 students to take place in Term 3/4. Allow lunchtime staff to be involved and understand the role of the children in the tasks. | | £1000 | Liaise with lunchtime staff to see impact from their perspective, before asking children their thoughts. |
| | | | | Train the new year 6s at the beginning of each year to maximise the use of the training. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 20% |
| 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: |
| Working with PE Support Teacher from Shepway Sports Trust to implement a whole school approach to sport and PE. | <p>SST Support to develop pupil awareness of the value of sport, physical education, and physical activity for both physical and mental health. Noticeboard/display with active engagement from pupils. Complete School Games Award Kitemark by the end of the year.</p> <p>Complete YST Quality Mark Award, at the beginning and end of the year to allow the chance to see progress.</p> | £2000 | Pupil Survey later in the year to identify what has changed. Are they more aware? | Visual links for pupils, encourage staff to develop a cross curricular link. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 50% |
| 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: |
| Working with PE Support Teacher from Shepway Sports Trust to upskill staff knowledge and confidence in all tasks. | <p>Questionnaire to establish basic starting point. Identify areas for improvement and support these through team teaching and CPD opportunities.</p> <p>Use of YST links for CPD opportunities for all staff.</p> <p>Staff Meeting CPD.</p> | £15.000 | Further questionnaire to assess improvement and check if there are any gaps in staff knowledge. | Signpost staff to links that would support learning and CPD. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | |
| Intent | Implementation | | Impact | 20% |
| 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: |
| Sign up to Shepway Sports Trust Package and provide a wide range of sporting opportunities to all pupils. | <p>Sign up to package and look for opportunities in a full range of sports including sea sports and Urban sport at F51.</p> <p>Spread activities across the academic year, and look for as wide a variety as possible.</p> <p>Make sure to provide opportunities for KS1 and EY.</p> | £ TBC | Children to have a wider knowledge of sporting opportunities available in the community and support from school to find these. | Continue to provide a wide variety of activities, across different year groups. |

| 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: |
| School to enter local competitions and provide multiple opportunities for the whole school. | Competitions booking with Shepway Sports Trust/School Games in a variety of sports. At least 2 events for every year group. | £750 | Children to have participated in events. | Spread the sessions across the year, starting in term 1, to engage pupils in the concept of competition for longer. |
| Development of more intra-school/interhouse competitions. | Look to introduce some simple inter-house competitions, including dance. | | | |

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|-----------------|---------------|
| Signed off by | |
| Head Teacher: | Mrs E Carter |
| Date: | December 21 |
| Subject Leader: | Mrs E Fuller |
| Date: | December 21 |
| Governor: | Stephen James |
| Date: | January 22 |