

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 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 **31st 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Continued investment in providing staff training has enabled the school to upskill new and existing members of staff to be able to teach a range of sports. Confidence of staff members increased over a number of year groups in a range of sports through the support from the Sports Partnership. Each class receives two PE lessons a week so therefore each child is receiving at least 2 hours of physical activity over the course of the week During 2019/20 more sports teams were entered into local competitions; unfortunately, due to COVID-19 we were unable to take part in the increased numbers. The Bronze Games Mark was awarded to the school during 2019, no Games Mark was awarded in 2018. We have a range of after school clubs on offer linked to PE e.g. cricket, football, tennis, gymnastics, karate and several dance clubs. Staff have been showing their awareness of the importance of PE and have ensured PE lessons are always timetabled, have taken on board advice from the Sports Partnership and increased their participation in taking children to competitions. For the first time in a number of years we have organised School teams for both football and netball – run by members of school staff. The Daily Mile has been re-introduced with great effect and impact on fitness. New PE assessment system introduced for all Year groups. A wider range of sports have been played this year, with dodgeball, handball and archery having been tried as games in “Enrichment” or trial sessions. Bubble Football was due to be trialled but did not happen due to COVID-19. Staff have entered more staff sporting events; unfortunately due to COVID-19 we were unable to take part in the increased numbers. 	<ul style="list-style-type: none"> Due to a number of staff joining Slade this academic year, we need to continue to provide staff training in PE for the new members of staff to ensure all lesson are taught to a good standard. Embed use of PE assessment introduced last year but not able to be actioned effectively due to COVID-19 To increase staff confidence and subject knowledge in PE, Professional Development Meetings to continue to be led by the Sports Partnership. Identify additional opportunities during the school day and week to increase the amount of physical activity each child is receiving. E.g. lunchtime clubs, Kent Velo, Tonbridge Athletics Club. Increase the amount and range of sports teams to allow there to be an increase in participation in competitive sport. Trail sports like Bubble Football. Identify opportunities to provide a broader experience of a range of sports and activities offered to all pupils. All staff to know and understand how the Sports Premium is going to be used in order to lead to whole-school improvement. Curriculum Team for Maths and PE to continue to be involved in developing whole school improvement for PE. NL added to PE curriculum team as shadow to SO to eventually take over leading of PE. SO to develop NL’s skills and understanding of leading PE to enable a smooth transition when this takes place To develop the role of Sports Leaders further; to increase numbers and range of activities they undertake. Healthy Living and Change for Life workshops for Years 3-6 to be run again and extended to KS1 equivalents. To identify groups of children that attend the after school clubs in PE and whether vulnerable groups are equally represented.

<ul style="list-style-type: none"> Year 6 Sports Leaders trained to help run lunch clubs for Years 3, 4 and 5 and to assist in organising and running Sports Day. Healthy living, Change for Life workshops for Years 5 and 6. Years 3 and 4 due to take place but did not due to COVID-19. 	
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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>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>	98%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	98 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98 %
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?	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: 2019/20		Total fund allocated: £19,300	Date Updated: 27.7.2020	
Key indicator 1: 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:
				18%
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:
Monitor numbers of swimmers attending each week. Make more use of Swim England (Get advice from organisation, possible link with current parent). Leading to discussion with Swimming Lesson Provider about delivery of what is needed. More spare swimming kits to be purchased. Improve record keeping. Compete in local school gala.	Swimming lesson provider used Swim England program structure and recording tools. Much better delivery of content and recording of achievements. No child missed swimming due to not having a kit.	£70	Improved levels of Year 6 swimming competency resulting in more Year 6 achieving required standards. More children able to access swimming as more spare kits available for use. Better record keeping by Swim England/Service Provider meant easier tracking of swimmers and their ability to allow additional lessons where required. Extra lessons did not happen due to COVID.	Continue next year.
Increasing the amount of physical activity available to all pupils through the school day and week.	Sports Leaders – to run clubs at lunchtime. All staff to use Just Dance, Go Noodle etc to increase physical activity during lessons in class.	Cost of TWKSSP No Charge	Year 5 and 6 girls felt more confident in PE lessons and enjoyed having time dedicated to themselves. 33% Sports Leaders were girls – volunteers.	Run Sports Leaders course again. Include events that were lost to COVID-19 this year. Liaise with TWKSSP

	<p>Lunchtime club to be run weekly by the Sports Partnership.</p> <p>Two terms of 'This Girl Can' lunchtime club to increase participation from identified girls in the school.</p>	Cost of TWKSSP		
Purchase of equipment (including shed) to increase participation in PE lessons.	Purchase equipment to ensure each child has their own stick/ball/racquet to ensure a high-quality lesson and experience for all.	£3,460	An increase in the quality of lessons for both teacher and pupil. This enabled more success and faster progression. This included rugby balls, netball equipment, football goals, handball equipment, orienteering equipment, skipping ropes (skip2bfit), basketball hoops. PE shed to help make accessing equipment easier and to prolong life of equipment and make setting up and clearing quicker.	Monitor equipment and replace any that need replacement. This is likely to include hockey, athletics and tennis.
Daily Mile	All classes participate in the Daily Mile for a minimum of 3 Days a week.	No cost	Increased fitness levels and improved class concentration and behaviour.	Once a week time children – enable them to achieve their personal bests.
Couch to 5k	Unable to take place due to COVID-19.	No cost		Reintroduce, as unable to undertake this year due to COVID-19.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				37%
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:
To apply for the Gold Sports Mark in order to demonstrate how sport is a focus across the school and to show improvements.	PE Leader to work alongside the Sports Partnership to identify what is required to achieve the Gold Sports Mark.	Cost part of Partnership agreement for year	Unable to complete due to COVID-19.	Apply again next year.
To raise profile of PE throughout the school.	PE Lead to write PE Newsletter several times a year to raise profile of PE within school and build teachers' confidence regarding PE.	No Cost	All staff have commented on how it is good to be kept up to date with PE via the newsletters and how much their confidence has grown.	Keep profile of PE high using Newsletters again and keep staff informed.
Planning/Assessment	In partnership with TWKSSP local sports partnership PE Lead to continue to develop Scheme of Work for school with corresponding lesson plans.	No Cost	Staff will have all they need in one place to deliver outstanding PE lessons.	Monitor during year and develop/improve where necessary.

Individualised CPD for class teachers Including NQTs.	<p>Since the sports premium has been introduced we have spent a portion of the money on providing teachers with individualised training in various sports to increase confidence in teaching and learning. Since this has started we have seen an increase in confidence and the quality of lessons delivered.</p> <p>Feedback from the partnership lesson observations have noted an increase in the confidence, quality and delivery of PE lessons for all teachers.</p> <p>We plan to repeat this process to ensure teachers are provided with individualised training over a period of 6 weeks to continue to improve the quality of teaching PE. 100% of lessons to good or better</p> <p>Improved confidence in PE</p>	TWKSSP cost	<p>Teacher confidence in teaching lessons increased. Knowledge of strategies for teaching different aspects of PE increased.</p> <p>Increased participation of teachers with external sporting events for children. Teachers also taking part in more inter-school teacher events eg staff rounders, ultimate frisbee.</p>	<p>Keep profile high through sharing success.</p> <p>PE Lead to monitor/observe all teachers to identify strengths and improvements.</p> <p>Teachers are able to use examples of team building, resilience and achieving personal bests to other lessons.</p> <p>Improve record keeping of events and participation.</p>
Partnership to deliver whole school staff training sessions.	Staff to decide what areas would be most beneficial to work on.	£150	Staff more confident in delivery and impact can be seen during lesson observations.	<p>Keep profile high through sharing success.</p> <p>PE Lead to monitor/observe all teachers to identify strengths and improvements.</p>
Provide PE Lead additional support.	<p>PE Lead new to role so needs additional training. Enable PE lead to lead PE confidently. Courses attended:</p> <p>Leading your PE to Outstanding under new Ofsted Framework</p> <p>TWKSSP PE Conference</p>	£180	PE Lead has raised profile of PE, has entered more teams into more events than ever before and has introduced more training for staff. COVID-19 impacted on delivery.	PE Lead to further develop use of other members of curriculum team to assist in record keeping and other routine actions such as kit allocation, collection of children's consent forms for

	Kent PE Conference			attending events, running school teams and attending other sporting events to allow greater participation in events by children.
Half Termly PE meeting	PE Lead meets with Deputy Head to discuss PE and agree actions moving forward.	No cost	Senior leadership are aware of PE needs/requirements and can input further advice. Promotes PE throughout the school.	Continue next year.
AfPE Membership	To have CPD resources available to all staff.	£115	Staff to access AfPE website for ideas and support	Continue next year.
Membership of TWKSSP	Access to Kent School Games, CPD opportunities for staff, Playmaker / Sports Leader awards for pupils including training mornings with them, develop scheme of work, run staff competition events, change4 life and healthy eating courses.	£6,700	Access to more competitions. Support each other during Covid-19 outbreak. 15 Playmakers/Sports Leaders trained and introducing sports to KS2 at lunchtimes, CPD for all staff, ongoing training for staff	Continue next year.
Cups, badges and medals	None used due to COVID-19	No cost		Continue next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
To ensure all members of staff from EYFS to Year 6 are confident and knowledgeable in delivering the PE NC in order for pupils to make good progress.	<p>Sports Partnership to team teach two teachers per term to raise confidence, knowledge, skills and assessment.</p> <p>Twilight PDM about how teachers can include all abilities in a PE lesson.</p> <p>Staff members have access to a range of CPD opportunities led by the Sports Partnership. PE Leader identified members of staff that should attend these.</p>	Cost part of Partnership agreement for year	<p>Staff more confident in delivery and impact can be seen during lesson observations.</p> <p>NL and Year 1 teachers commented on how they felt more confident in teaching PE after working with the partnership and how their understanding of the concepts being taught and some new techniques they were taught improved their teaching.</p>	Continue to develop different members of staff this way next year.
Membership of TWKSSP	Access to Kent School Games, CPD opportunities for staff, Playmaker / Sports Leader awards for pupils including training mornings with them, develop scheme of work, run staff competition events, change4 life and healthy eating courses.	Cost part of Partnership agreement for year	<p>Access to more competitions. Support each other during Covid-19 outbreak. 15 Playmakers/Sports Leaders trained and introducing sports to KS2 at lunchtimes, CPD for all staff, ongoing training for staff</p>	Continue next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
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:
Offering Handball as Enrichment activity.	Handball was one of the most popular choices for enrichment and was always oversubscribed. Both genders participated, mixed ages participated and some pupils who were not normally engaged in PE were engaged.	No Cost	Super response from pupils. The activity became very popular and motivated many children to improve as time went by.	Continue activity along with dodgeball.
Providing Year 6 pupils with the necessary skills to be able to stay safe on the road when cycling. Provide EYFS opportunity to begin journey to cycling safely.	Bike Ability for all Year 6 pupils Balancability for EYFS.	£492	All pupils passed. More confident and safer on bikes.	Repeat next year.
Trips to sporting events would have happened in summer term had COVID-19 outbreak not happened.	Organise trips to local sporting events, as well as nationally recognised events.			Repeat next year

Cheerleading	<p>Cheerleading was taught in Year 5/6 as an enrichment activity and proved to be popular amongst the majority of the children.</p> <p>The aim of introducing cheerleading was to develop a new type of sport at Slade.</p> <p>To encourage and engage children who may not necessarily normally take part in team sports.</p> <p>To enter a Cheerleading Competition – did not take place due to COVID-19.</p>		<p>Pupils entered a local cheerleading competition and came runners up!</p> <p>Children were highly motivated and the younger children are already wanting to enter again next year.</p>	<p>Continue next year. This is an excellent activity that encourages lots of participation and the pupils love taking part in the competition.</p>
Change 4 Life	<p>Year 5 and Year 6 workshop to discover importance for eating healthy and remaining active and use of smoothie bikes to create healthy drinks.</p>	£75	<p>Pupils know importance of a healthy and active lifestyle.</p> <p>Increased participation interest in Couch to 5K.</p>	<p>Continue next year.</p>
Get Girls into Sport	<p>Encourage girls who are less excited about sport and active lifestyles into sports.</p>	Part of TWKSSP	<p>Led to more girls asking to become Sports Leaders.</p>	<p>Continue next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
PE Leader has identified a need for more inter-school competitions across the collaboration in order to increase participation in competitive sport.	PE Leader to make connections with PE leaders in the collaboration schools. PE Leaders in the collaboration to meet to plan how to set up the competitions between school and which sports.		School teams competed in inter-school competition against local schools in football and netball. Increased confidence of some players, football captain gained a massive amount of confidence after appointment – this translated into extra confidence in academic ability. Increased sense of school unity/pride – lots of support at home games for both football and netball. Increased level of parental engagement.	Attending local fixtures meeting at start of 2020-2021 academic year to organise netball and football fixtures and tournaments for that academic Year.
Increase competition during PE Lessons.	PE lead has initiated incorporating competitions within PE lessons e.g. At end of unit of Hockey etc. have mini tournament within the PE lessons.	None	Children develop ability to cope with the emotions of winning and losing. Develop their resilience, determination, teamwork and desire to do their best – which is translated into classroom behaviour.	Develop further next year.

Supply cover to attend competitions and staff PE training.	Ensure sufficient funds are available to cover supply.	£180	Reduced due to COVID-19	Continue next year.
Continue to increase the amount of competitions we have entered our children into and the number of staff attending these events which has meant that we have been able to provide this opportunity to more children across the school. Based on evidence and feedback from children, sporting competitions improve teamwork, resilience and leadership skills. They give some children the opportunity to challenge themselves against others.	Run 4 Life competition Basketball competition Sportshall Athletics Year 3/4 Sportshall Athletics Year 5/6 Mixed Football Tournament Netball Tournament Partnership Games Cheerleading Entry to the Colour Dash for 30 pupils. Restricted participation due to COVID-19 outbreak	No additional cost	COVID-19 stopped events occurring.	Continue to increase entry into events and celebrate successes in whole school assemblies to develop children's desire to compete and achieve their own personal best.