

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](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 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 2020 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"> • 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. • Curriculum Team for Maths and PE involved in developing whole school improvement for PE. E.g. new scheme of work. • We have been able to maintain a level of physical fitness throughout the school but COVID-19 has impacted heavily on the delivery of PE. 	<ul style="list-style-type: none"> • 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. • 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, Enrichment. (Not able to be actioned effectively due to COVID-19). • Increase the amount and range of sports teams to allow there to be an increase in participation in competitive sport. (Not able to be actioned effectively due to COVID-19). • Identify opportunities to provide a broader experience of a range of sports and activities offered to all pupils. (Not able to be actioned effectively due to COVID-19). • All staff to know and understand how the Sports Premium is going to be used in order to lead to whole-school improvement. • To develop the role of Sports Leaders further; to increase numbers and range of activities they undertake. (Not able to be actioned effectively due to COVID-19). • Healthy Living and Change for Life workshops for Years 3-6 to be run again and extended to KS1 equivalents. (Not able to be actioned effectively due to COVID-19). • Recruit a Sport and Well-being champion to develop provision for physical and mental fitness throughout the school. <p>To identify groups of children that attend the after school clubs and whether</p>

	vulnerable groups are equally represented. (Not able to be actioned effectively due to COVID-19).
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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 £6,118.68

+ Total amount for this academic year 2020/2021 £19,450.00

= Total to be spent by 31st July 2021 £25,566.68

<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>No swimming took place for year 6 due to COVID-19.</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>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	<p>Yes/No</p> <p>Due to COVID</p>

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: £25,566.68	Date Updated:31/7/2021		
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	Sustainability
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. Improve record keeping. Compete in local school gala.	Unable to achieve this due to impact of COVID-19.	Funding allocated:	No impact due to COVID-19.	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.		Due to COVID restrictions with crossing bubbles sports leaders were unable to run clubs.	To develop Daily Fitness as a whole school activity in 2021/22
	All staff to use Just Dance, Go Noodle, Enrichment lessons and Daily Mile to increase physical activity during lessons in class.	No Charge	Staff continued to use daily Mile and on line activity providers to ensure children remained physically active.	Seek to identify minority groupings and identify need eg Pupil Premium, less active girls
	Lunchtime club/Enrichment to increase participation from identified girls in the school.	No Charge		

Purchase of equipment 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.	£144.77 £7.16 £734.75	An increase in the quality of lessons for both teacher and pupil. This will enable more success and faster progression. Equipment for PE Shed Cones Tennis/ hockey/ netball equipment	Monitor equipment and replace any that needs replacement.
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.	To further develop daily fitness at Slade to incorporate Personal Best Challenges
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:
				%
Intent	Implementation	Impact		

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. Introduce PE kit for staff.	£846.95	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. Raise profile of PE amongst staff.	Keep profile of PE high using Newsletters again and keep staff informed. Staff to wear PE kit on lesson days and to events/sports days.
Planning/Assessment	In partnership with TWKSSP local sports partnership PE Lead to continue to develop Scheme of Work for school with corresponding lesson plans. Purchase new scheme of work.	No Cost	Unable to complete due to COVID-19.	Research and implement new scheme of work and assessment that all staff can access.
Partnership to deliver whole school staff training sessions.	Staff to decide what areas would be most beneficial to work on.		Not applicable due to COVID-19.	PE Lead to monitor/observe all teachers to identify strengths and areas for improvement to plan CPD as necessary.
PE Lead train NL as future PE Lead.	PE Lead develop NL as future lead and possible make a joint lead position. Enable PE lead and NL to lead PE confidently. Courses to attend: Leading your PE to Outstanding under new Ofsted Framework TWKSSP PE Conference Kent PE Conference		PE Lead has raised profile of PE, had entered more teams into more events than ever before and had 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 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.
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.	£2,350.00	Access to more competitions. Support each other during Covid-19 outbreak. 15 Playmakers/Sports Leaders to be trained, CPD for all staff, ongoing training for staff.	Limited support from TWKSSP during 2021/22 therefore we will look to evaluate membership and benefits going forward.
Cups, badges and medals	To encourage competition and reinforce the children's sense of achievement.	£		Continue next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	

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.	Twilight PDM about how teachers can include all abilities in a PE lesson. Staff members have access to a range of CPD opportunities. PE Leader identified members of staff that should attend these.	Part of the TWKSSP subscription	No impact due to COVID-19	Look to evaluate the offer from TWKSSP and review staff knowledge and CPD opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
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	No impact due to COVID-19	To introduce this an intra house sport/ enrichment activity in 2021/22
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 Balanceability for EYFS.	£624.00	All pupils passed. More confident and safer on bikes.	Repeat next year.
Cheerleading	Cheerleading was taught in Year 5/6 as an enrichment activity and proved to be popular amongst the majority of the children. The aim of introducing cheerleading was to develop a new type of sport at Slade.		No impact due to COVID-19.	Look to develop further enrichment opportunities with exit routes to local clubs.

	To encourage and engage children who may not necessarily normally take part in team sports. To enter a Cheerleading Competition – did not take place due to COVID-19.			
Change 4 Life	Year 5 and Year 6 workshop to discover importance for eating healthy and remaining active and use of smoothie bikes to create healthy drinks.	No cost	Did not take place due to COVID-19.	Continue next year.
Get Girls into Sport	Encourage girls who are less excited about sport and active lifestyles into sports.		Did not take place due to COVID-19.	Seek to evaluate minority groupings within the school – pupil premium, less active girls and implement inclusive activities.
Whole access to Forest School Sessions	To improve emotional well-being, resilience and physical activity for children identified across the school	£2,460.00	Funding part financed forest school leader who was able to continue to support children throughout the COVID-19 period.	To further identify children who would benefit from forest school activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
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.		Did not take place due to COVID-19.	Attending local fixtures meeting at start of 2021-2022 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 (inter-house).	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. This has been particularly important after the lockdown period.	Develop further 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.	COVID-19 outbreak	No additional cost	COVID-19 stopped events occurring.	Continue to increase entry into events (as COVID-19 restrictions ease) and celebrate successes in whole school assemblies to develop children's desire to compete and achieve their own personal best.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	