

# 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](#) 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>Over the last few years we have increased participation and achievement in a number of competitions, for example:</p> <ul style="list-style-type: none"> <li>• Year 5/6 Netball Tournament – 1st round/ 7th place</li> <li>• Year 3/4 Indoor Athletics – 2nd place</li> <li>• Year 3/4 Tri-Golf Tournament – 6th place</li> <li>• KS2 Archery Competition – 2nd place</li> <li>• KS1 and KS2 dance competition – 1st place</li> </ul> <p>Different sports day activities - including Archery and a year 5/6 relay. Highest engagement, participation and parental support to date.</p> <p>The highlights of 2019/2020 before lockdown include:</p> <ul style="list-style-type: none"> <li>•KS2 football tournament 2019/2020 – hosted by Long Mead Football – 5th place</li> <li>•Whole school took part in regular exercise Daily Mile and on Friday morning's Parents join in Daily Mile.</li> <li>•Play Leaders Trained from Year 5/6 (Delivering games on Thursday Lunchtime)</li> <li>•2019/2020 Basketball Tournament Year 4/5 - 5th place</li> <li>•2019/2020 Infant Agility competition Year 1/2</li> <li>•Football Games on Wednesday afternoons against other schools.</li> <li>•Inter House Competitions – Squirrels winning so far.</li> </ul> <p>During lockdown in 2019/2020 we have participated in many activities, the highlights being:</p> <ul style="list-style-type: none"> <li>• Virtual Games Week</li> <li>• Virtual Sports Day</li> <li>• Rainbow Challenge</li> <li>• Travel to Tokyo</li> <li>• Other beat the teacher challenges</li> </ul>	<ul style="list-style-type: none"> <li>• All children to have the opportunity to represent the school in at least one competition.</li> <li>• Children to be supported to run further lunchtime clubs and to lead parts of lessons.</li> <li>• CPD for teachers and LSA to continue to enable the upskilling of staff.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	52% (14/27)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52% (14/27)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48% (13/27)
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?	Yes/ <u>No</u>

## 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> 2019/20		<b>Total fund allocated:</b> £ 20,230		<b>Date Updated:</b> 22/6/2020	
<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: 4.3 %
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:
<p>Active Learning in lessons to promote regular activity and improve outcomes in learning linked to the curriculum.</p> <p>Children to have regular games/ activities set up during lunchtime to help promote healthy lifestyle and improve playground behaviour.</p> <p>Develop larger play equipment outside with a cool down zone. Progressive Sports Coaching to look at Meditation/Yoga at the end of play to ensure children are ready for learning.</p> <p>Nominate playground leaders</p> <p>To set up WOW for all children to</p>	<p>Staff to be given access to Premier League All Stars website</p> <p>Year 5/6 ( Play leaders) children to run games and circuits during Thursday lunchtimes supported by LSAs</p> <p>Daily mile everyday and to be celebrated on Feel good Friday Assembly.</p> <p>Daily mile to be encouraged on Friday Mornings with parents.</p> <p>To set regular activities to support home learning.</p> <p>Take part in Virtual Games Week to compete against other schools.</p>		<p>£500 Progressive Sports</p> <p>Equipment £350</p>	<p>Observations in general highlighted that most teachers observed were using active learning to support classroom practice.</p> <p>Our INSET training on the use of the outside environment supported this. LSAs were given specific training on the outside markings environment.</p> <p>Children using playground markings during lunchtimes and PE. Fewer behaviour incidents recorded on the playground during break times and lunchtimes.</p> <p>Timetable for different sports put in for each day to help with behaviour on the playground.</p> <p>Year 5/6s given more responsibility and have led games for younger</p>	<p>Set up WOW, so we can keep a track and use new ways to implement ideas on how children get to school.</p>

<p>use before school</p> <p>To ensure that children remain active for at least 60 minutes a day during the COVID 19 lockdown period.</p>	<p>Virtual Sports Day with the House Cup to be awarded by live streaming.</p> <p>Staff to complete videos to set challenges for the children to complete.</p>		<p>children and their peers. School Council children run a dance club for the rest of the school on a Friday lunchtime. This was a very popular activity.</p> <p>Daily mile was completed at least once a day, with classes noticing a positive impact on behaviour and learning. An observation of daily mile shows that children taking part are enjoying it.</p> <p>Parents reported that the children were enjoying the challenges and activities set by the staff, eg the skipping challenge.</p> <p>Most children took part in the virtual games week organized by TWKSSP, some took part in the London to Tokyo Challenge and the Rainbow Challenge. The parents reported that their children had enjoyed the Move to Movies activities. The parents were grateful for all the TWKSSP ideas that were shared.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				55.5%
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:
<p>Support and involve the least active children by providing targeted activities such as Forest School, and running or extending school sports and holiday clubs.</p> <p>Winners' cup to promote sports day competition unity, sportsmanship and feel part of a large sporting event.</p> <p>Raise the profile of sport in the wider community and linked to national initiatives i.e. - Sports Relief by partaking in a sponsored event to raise money for the allocated charities.</p> <p>Support from the local federated secondary school to help inspire Primary children. This will be through the use of 6th formers helping run sports day and other active events.</p> <p>To follow the national curriculum throughout the school. Thus</p>	<p>Holiday club to be open for more families.</p> <p>Use of sports funding to be available so that all children can access clubs.</p> <p>Inter-house competitions to be implemented.</p> <p>Events organised to invite others within the local community to support and collaborate with.</p> <p>KS2 to participate in two sessions of PE weekly with a specialist teacher.</p> <p>Inspirational events to be organised throughout the year – such as an Olympic athlete coming in, as well as a Fit4kids day and Crazy Karen.</p> <p>Explore other events of this nature, for example trips to stadiums of matches.</p>	<p>£550 Fit4Kids</p> <p>Progressive Sports £10,000</p> <p>£50 Sports for Champions</p> <p>Forest School £670</p>	<p>Clubs and different sports were implemented this year to help to target least active children. Observations and data have shown an increase in different types of clubs being offered.</p> <p>During lunchtimes and PE, we have implemented different sports each day and year 5/6s play leaders have more control in creating and providing sports at lunchtimes. This includes the least active.</p> <p>Winner's cup bought. Clubs during lunchtimes and after school promoted Sports Day. Observations from events and lunchtimes and PE showed that sportsmanship is improving.</p> <p>Before lockdown an inspirational athlete had been booked. This would have raised the profile of sport in the wider community, as parents would</p>	<p>To give children more control of their learning. By giving them choices of sport in coming terms.</p> <p>Investigate setting up Holiday club for children across the school in order to involve target more children.</p> <p>Engage the local community and families more by creating different events, for example rounder's, football or netball matches for the parents and children.</p> <p>Ensure that all children participate in lessons and are not pulled out for interventions in other subjects.</p>

<p>promoting the importance of PE and sport throughout the school.</p> <p>To use different extra curricula sports. Thus engaging all children in various sports and broadening the PE and Sport within the school environment.</p> <p>Raising the profile of after school clubs. Targeting least active and finding various clubs to raise profile of PE.</p>	<p>To give children more control of their learning. By giving them choices of sport in coming terms.</p> <p>To use sports funding to help children with everyday life- Bike ability.</p>		<p>have been invited to watch, unfortunately this had to be cancelled.</p> <p>Daily mile with the family was implemented on Friday mornings to increase parental engagement in their children's learning and promote fitness for all. Looking at the data collected and observation, numbers were low at the start but were gradually increasing week on week.</p> <p>Local secondary school ran football club on Wednesday with Progressive Sports; they helped out with the Football Tournament and PE lessons.</p> <p>Different sports were implemented this year which was a great success. Observations from teachers and Progressive Sports showed that the least active children enjoyed these different sports ( Glow in the dark Dodgeball)</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17 %
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:
<p>To evaluate the diaries/ progression sheets to ensure these are suitable for all years in KS2.</p> <p>Staff meeting to share good practice and Games. Teachers to share strengths and successes</p> <p>Teachers and LSAs to be provided with opportunities to increase knowledge of sports and PE.</p> <p>New PE lead to increase the profile and importance for PE for all across the school.</p>	<p>To evaluate the impact of KS2 record diaries.</p> <p>Create a more effective and less time consuming record keeping system</p> <p>Use climbing wall more regularly and for sessions to be built into planning within all classes.</p> <p>CPD to be share within staff meetings on a termly basis</p> <p>Buy into Progressive Sports Access to different courses throughout the year.</p> <p>All staff to participate in a sports day activity.</p> <p>PE Lead go to the PE conference and take part in other appropriate training, including opportunities provided by TWKSSP.</p>	<p>£2900 Progressive Sports coaches to teach alongside teachers to develop CPD.</p> <p>PE lead training including time and training £535.</p>	<p>Children have used reflection diaries to track progress and self-assessment in PE.</p> <p>New games and sports taught this year such as glow in the dark dodgeball/ kurling/ kabaddi showed increased enjoyment of PE and also broadened the PE curriculum.</p> <p>Assessment provided by Progressive Sport and conducted with teachers for more accurate end of unit judgments.</p> <p>Observations of teachers when team teaching, showed that teachers are going in confidence when teaching different activities. Ideas were shared between teachers and Progressive Sports to increase the enjoyment of PE for all children.</p>	<p>Giving teachers more opportunities to increase their knowledge and confidence in teaching PE by completing various different courses throughout the year and by working closely with Progressive Sports.</p> <p>To get all staff to participate in a sports day activity.</p> <p>To get staff to participate in the competitions Schools Games organize to boost teamwork and for fun.</p>

			<p>Teachers and LSAs have had access to different courses during the year. For example Cricket course and Math's on the move.</p> <p>The PE lead attended the PE conference and ran a staff meeting to feedback and inspire the staff. She encouraged the staff to become more active and they signed up to take part in a 5k run (unfortunately this had to be cancelled due to COVID19). She also attended a Real PE course and various webinars held by TWKSSP.</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:  
9 %

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:
<p>Additional achievements:</p> <p>Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities.</p> <p>Forest School learning to encourage children to work outdoors and be more active, creating a broader curriculum experience.</p>	<p>Continue with clubs and look at further clubs to offer – gymnastics, gardening.</p> <p>Children to be using the outside space during playtime and lesson time with further opportunities to be available throughout the year.</p>	<p>Equipment £700</p> <p>£1,100 Sports clubs including Showtime and Street Dance</p>	<p>Observations during the new sports being implemented have been great. There has been an increase in the number of different children participating in the different clubs being offered. Comments from children show an increased level of enjoyment of the new sports. Behaviour is better during new sports and</p>	<p>Children to be given more control of their learning by choosing between two new sports.</p> <p>To take children to more events held by School Games mark. Different children should be chosen for this each time.</p>

<p>Continue to offer a broader curriculum at after school clubs and during lunchtimes.</p> <p>Develop outdoor area for Forest schools and wider cross curricular learning, such as a music area and larger meadow space</p> <p>All school to experience a new form of sport within their curricular or KS2 extra curricular PE Lesson.</p> <p>Year 6 children to be able to swim 25m.</p> <p>Children to remain active during the lockdown period and have opportunities to compete against themselves and others.</p>	<p>Different clubs being offered during after school. For example street dance and Archery.</p> <p>Take children to different sports competitions held by School Games to promote different sports.</p> <p>Different sports and new sports delivered by Progressive Sports and Play leaders from Year 5/6 every lunchtime.</p> <p>To use to sports funding to broaden PE for children in year 6 (buy into Bike ability).</p> <p>All children in KS2 to have swimming lessons for at least two terms.</p> <p>To offer activities that children can do at home during lockdown to keep active.</p>		<p>teachers have seen a greater impact on least active children.</p> <p>All children have taken part in Forest School learning this year giving them a broader outdoor learning experience and skills. Other activities that used the outside space such as treasure hunts combining Maths and PE and orienteering were very engaging for the KS2 children. Observations from data collected and interest of different clubs has risen. More children are taking part in the different sports being offered after school, for example cheerleading, Street dance, Showtime.</p> <p>Children enjoy and relish the new sport competitions that School Games organize.</p> <p>The children and staff took part in the Travel to Tokyo Challenge, the Virtual Games Week and the Rainbow Challenge. In addition, teachers set children other sporting challenges, such as skipping, ensuring a wide range of activities were offered.</p>	<p>To arrange some new sports games against other schools.</p> <p>To arrange different inter school games.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.2 %
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:
<p>Increase pupils' participation in the School Games and Competitions throughout the year.</p> <p>Extend our football competition for local schools to more schools from 5 to 10.</p> <p>Provide kit for inter-house competitions taking place within the school.</p> <p>Provide team kit for competitions to encourage motivation and feeling part of a team.</p> <p>Increase number of football and netball matches played within the collaboration of local schools.</p> <p>Provide and take part in more inter-house competitions.</p> <p>Organize different types of events to promote competitiveness in sport whilst have fun. For example parents vs children games.</p>	<p>All year groups to take part in at least 2 competitions</p> <p>Attend Tonbridge sports collaboration meeting and set match dates</p> <p>Target to enter at least one inter or intra school competition a term</p> <p>PE lead to provide year planner of competitions so teachers can plan which they would like to enter</p> <p>Progressive Sport to continue support in running a local school football competition and invite more schools.</p> <p>Buy inter-house kits for children to wear during inter-house and lunchtime competitions.</p> <p>To promote sportsmanship and a competitive approach during PE lessons to help prepare children</p>	<p>TWKSSP membership £2,275.</p> <p>£200 transport fees</p> <p>£200 Markings and organisation</p> <p>£200 football competition</p>	<p>All classes from year 1-6 participated in inter school games tournaments this year.</p> <p>Regular football matches were played against local schools throughout the year.</p> <p>We had two football teams this year, A and B team. We have several girls play in both teams.</p> <p>Both teams were given kits to play in for after school matches.</p> <p>Long Mead Football Tournament continued and was a success. We used the local secondary school pitch, the 6<sup>th</sup> form boys helped out the tournament. The tournament went from 8 schools participating in the first year to 10 schools in the area participating this year.</p> <p>We have taken part in some of</p>	<p>To ensure that every child in the school has the opportunity to represent the school in a PE activity.</p> <p>To arrange some new sports games against other schools.</p> <p>To arrange different inter school games.</p> <p>To have a netball team for next year.</p> <p>Buy into some t-shirts/ kits for the inter house competitions.</p> <p>Carry on with the Long Mead football tournament.</p> <p>Continue to promote ways to encourage girls participation in football.</p>



<p>Different sports to played with local schools.</p> <p>Focus on getting girls more active in a range of sports.</p> <p>Compete in virtual competitions during the COVID 19 lockdown.</p>	<p>for competition.</p> <p>During designated lunchtimes hold house vs. house competitions where they win points. This can be in football or cross country club or anything chosen by the children.</p> <p>Girls to have access to different clubs to peak interest. To increase numbers of girls playing football.</p> <p>Compete against other schools in the Virtual Games Week and the Travel to Tokyo Challenge. Virtual Sports Day to involve inter house challenges and cup to be awarded. Beat the teacher challenge videos to be posted by staff.</p>		<p>the School Games Competitions, for example the basketball competition, the infant agility.</p> <p>Data has shown we have had an increase in the number of girls playing football this year. Girls are also taking part in more clubs this year, this including street dance and badminton. We have implemented inter house competitions and they have been a huge success. In the last week of every term, we hold house vs. house competitions in a certain sport.</p> <p>A number of teachers posted beat the teacher challenges videos, such as skipping and parents reported that these activities were enjoyed by the children.</p> <p>Teachers also promoted the Travel to Tokyo Challenge and posted their own successes to inspire the children. The Virtual Games Week was a success. The children loved taking part in the virtual inter-house Sports Day, which involved over 20 different activities, taking place over a two week period.</p>	
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There is a carryover of £200 from the funding which would have been spent in term 5 and 6 on competitions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>Karen Follows</i>
Date:	15/7/2020
Governor:	
Date:	