

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Reviewed	July 2022	
Next Review	July 2022	
Headteacher	Michele Kirkbride	Date: 29.07.22
Chair of Governors	Karen Flatteau	Date: 29.07.22

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,780
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2021/22	£17,780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,780

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>	<p>Year 6</p> <ul style="list-style-type: none"> - 20 children who could swim 25m with recognised stroke - 6 children could swim 25m with unrecognised stroke - 2 could swim 10 m - 2 non swimmers
<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 2022.</p> <p>Please see note above</p>	<ul style="list-style-type: none"> - 93.3% (28/30) to swim 25 m - 6.6% (2/30) swim 10m and are confident in water
<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>86.6% (26/30)</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86.6% (26/30)
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: 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: 83%	
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:
All children should be completing at least 2 hours PE per week of PE and another 45 mins per week through other activities.	<ul style="list-style-type: none"> - Children to take part in 2 hours of PE each week following schemes of work. - 5 x 5-minute wake and shake per day - 6 x 60-minute block during the year out The Faversham gym (1 term each) - 1 x 1 day walk during the year - 6x30 min block swimming for year 6. - At least 1 x 1 hr club for 6-week block during the year. - Sports leaders to arrange activities and comps to engage more children from term 2 onwards. - Target clubs for children who are not engaged - #thisgirlcan 	Sports Coach Resources and equipment Gym hire	All children took part in 2 hours of PE a week. The curriculum was a catch-up curriculum to ensure that all children reach expected in the key areas of PE. Walks did not occur this year All children were offered at least one sports club per week per term Swimming took place in year 4 and year 6. 3 x 1 hr sessions as felt this was a better use of time. Sports leaders supported larger events, such as sports day and out of school hours clubs. #Thisgirlcan has increased numbers of girls taking part	To advance the curriculum so that by 2023 the curriculum is back to where it was before Covid. This will be done by advancing those in a class that have caught up in all key skills and offering intervention to those who are still working towards. New PE Leader in 2022 who has leadership and finance knowledge and skills. Introduce walk to all classes TM (Sports Coach) to plan. Children to be offered a club with a selection of new sports in 22/23 Swimming to continue with

				<p>year 4 next year</p> <p>More input for clubs run by sports leaders next year and better promotion of their events. Training to be offered to them all at the start of the year.</p> <p>Each class to take part in a walk throughout the year. An increase in distance will be seen from R-6 and a different terrain for each year group.</p> <p>This girl can to continue and league to be set up with other local schools running this girl can clubs.</p>
--	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 6%
---	---------------------------------------

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"> - Due to covid children have missed teaching in basic skills. The first two terms will be used to ensure that all children improve in three areas of PE through activity, knowledge and understanding: Fitness, basic skills and team work. - Children to celebrate achievement through PE in 	<ul style="list-style-type: none"> - Term 1 and 2 TM and CF to test all children in basic games skills and fitness. Lessons will then be adapted due to results. Children who are struggling will then be given intervention. Lots of small games that use those skills along with fitness and team work exercises. - Lots of team work sessions, 	Subject Leadership time	All completed and small groups were taken out for intervention sessions where needed. It was noted that there was a few lacking in ability to play in teams/groups in key stage 1. Year 6 worked hard to develop fitness and there was a huge difference over 2 terms. Still many in all years will need this as a focus next year.	<p>Continue with catch up curriculum but this year in key Stage 2 lots of small sided games with the main rules of the overall games which will prepare them for secondary school.</p> <p>More emphasis on OAA and team building.</p>

<p>assemblies, website and newsletters.</p> <ul style="list-style-type: none"> - Children to have an understanding of the importance of 'healthy mind' 	<p>working together, chatting and collaborating including creating routines for wake and shake.</p> <ul style="list-style-type: none"> - Term 3 and 4 TM and CF to test all children in basic gym skills and fitness. Lessons will then be adapted due to results. Children who are struggling will then be given intervention. Lots of gym routines and sequences that use those skills along with fitness and team work exercises. - Children to be undergo termly assessment to ensure all children are improving, no child is missed out and intervention happens accordingly. All children will be able to see aims and see their own improvement. - Opportunities to celebrate achievement in sport through our social media, awards eve and assemblies. - Sports leaders to create newsletter - Term 3 and 4 children to have a block of yoga/mindfulness/relaxation session to train them to use these at home when needed. 		<p>Gym skills developed well over the 6-week block and all children took part in key steps.</p> <p>Use of Faversham gym club developed some of the more complex skills.</p> <p>Children celebrated success through social media, newsletters celebration assembly and sport awards.</p>	<p>Year 6 to follow similar fitness program as results were good last year.</p> <p>Continue with key steps gym format as there was an obvious improvement but still need to catch up due to loss over the two years prior.</p> <p>Retest gym skills at start of term 3 to ensure that we are aiming high enough targets at all age groups.</p> <p>Sports leaders and house captains to create a school magazine to celebrate sport and the arts.</p> <p>A new sports noticeboard to show events and success</p> <p>Sports leaders to do news bulletins in assembly to discuss up and coming events and success.</p>
---	--	--	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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:
All staff to have clear understanding of children's levels and targets and how they should be achieved.	TM and CF to work with each member of staff to assess children and set lessons and intervention. Staff to choose any sessions where they are lacking in confidence for TM or CF to show high quality lesson and planning/shadow teaching. CF to observe at least 2 lessons per year group and feedback during the year.	CPD/ training	TM (Sports Coach) took team teaching sessions when requested by teachers. cricket team teaching took place with outside agency for all KS2. Some staff members have asked for more team teaching in areas that they have lost confidence in especially in the small sided games. Observations did not take place but will take place next academic year	TM (Sports Coach) to take more team teaching sessions to ensure all staff are confident across curriculum.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<ul style="list-style-type: none"> - Children have missed out on taking part in a variety of clubs and activities so we will offer more activities to ensure they are able to try as many experiences as possible. The target is that they “enjoy the lesson- join the club- join the outside club” - 100% of all children will be offered at least 2 OSHL club per term - 75% of all children will take in at least 1 OSHL club per term. 	<ul style="list-style-type: none"> - Club activities /sports will change each term - At least 1 sports club per day offered to both ks1 and ks2 (10 clubs per week) - Target audience clubs for those children who are low in confidence or self-esteem. (thisgirlcan) - Children feedback on sports and activities they want. - Leaders to run extra clubs and activities at lunch times from term 2 		<p>Wide variety of sports clubs throughout the year were offered to all children. All children (100%) offered at least 2 OSHL clubs per term.</p> <p>79% of children took part in an OSHL (out of school hours)</p> <p>Clubs offered before and after school</p>	<p>Leaders and TM (Sports Coach) to speak to focus group on clubs for terms 3,4,5 and 6.</p>
---	--	--	--	--

Key indicator 5: Increased participation in competitive sport				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:
100% of all children to take part in at least 3 intra school competitions 80% of all children in ks2 to take part in inter school competition 75% of KS 1 to take part in interschool competitions. Whole school to take part in at least 20 inter school competitions festivals	CF/TM to arrange matches throughout the year in variety of sports with local collaboration schools. School to pay to be part of Herne bay SSP to ensure they can take part in local comps and festivals CF/TM to arrange A B and teams in at least 3 sports during the year	Membership of local sports partnership Competitions	100% of all children took part in, wake and shake competition and key steps gym. The school took part in 25 inter school competitions. 65% KS1 took part in inter school	Intra school comps to include cross country, dance and gym. Mini league to be set up between 2 local schools to ensure a variety of sports to compete in but also a wide range of abilities can take part.

throughout the year	and C teams in at least 1 sport to ensure all children have opportunity to take part. CF/TM to arrange 3 intra schools comps to ensure all children take part in competitions. (wake and shake, gym and cross country) Sports leaders to create 3 multi skills comps)		competitions. 80% key stage 2 mainly at year 5 and 6 A B and C teams were included in football, netball, cross country.	Target year 3 and 4 next year for more competitions.
---------------------	---	--	---	--

Signed off by	
Head Teacher:	Michele Kirkbride
Date:	29.07.2022
Subject Leader:	Claudine Fulton
Date:	29.07.2022
Governor:	Karen Flatteau
Date:	29.07.2022

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University