

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 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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17730
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17730

Swimming Data

Please report on your Swimming Data below.

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?	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48%
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?	<u>Yes/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.

Academic Year: 2023/24		Total fund allocated: £17,730		Date Updated: 28 th July 2024	
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: 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?:
<i>Children to value regular physical activity every day in lessons and play.</i>		<i>Continued use of daily mile track – morning sessions on first arrival in school. Increased opportunities for active play at lunchtimes: Purchase of wide range of lunchtime equipment. Engagement with OPAL techniques ensuring wide range of equipment encouraging physical play – buggies, carts, crutches, cable drums etc. Training of Y5 play leaders to provide activities for younger children at lunchtime.</i>		£400	<i>Children developing strength and skills through trim trail that develop muscle groups not previously catered for by in school equipment – outside of PE lessons. Really active play seen at lunchtimes and activities really developing children’s co-ordination.</i>
					Sustainability and suggested next steps:
					<i>Collate distance travelled by classes and extrapolate to whole school totaliser. Keep running total in newsletter. This still needs to have a focus next year.</i>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 27%
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:
<i>Pupils to develop knowledge and skills relating to outdoor play and use of the natural environment.</i>	<i>Timetable two days per week for forest school to take place to benefit 7 year groups and one SEN group across all ages.</i> <i>Purchase a range of other forest school equipment: tools, hammocks, bow.</i>	<i>£4500</i> <i>£250</i>	<i>Competent staff taken ownership of this area of curriculum. Pupils with increased appreciation of learning outdoors and of outdoor environment. Pupils with a range of knots, knife and sawing skills. Fantastic independence observed in pupils and great wellbeing. Development of productive teamwork skills.</i>	<i>Larger forest school area really beneficial for children. Great variety of spaces now for den building, tree climbing, tool areas.</i>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	45%

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?:
<i>PE specialist teacher leading sessions observed by staff. Teachers take ideas and plans onto second PE lesson of week, leading to more active pupils in all PE lessons.</i>	<i>Recruit and timetable in PE teacher to lead PE lessons for KS2 pupils – demonstrating for teachers new techniques and drills.</i>	<i>£8000</i>	<i>Children have well developed skills in a variety of physical activities. Pupils very active in lessons and able to talk about effects of exercise on body. Teachers have a wider knowledge of teaching and learning techniques for PE. Staff aware of need to build on prior learning and point out links</i>
<i>Develop PE curriculum to identify key fundamental movements and skills that apply across all areas of PE and</i>	<i>Redesigned Long-Term Plans and Skills Progressions ensuring teachers are supported with high</i>		<i>Specialist teacher to lead planning intent for whole school long term plan in PE, leading to coherent sequential progression through the school.</i> <i>Continue to develop PE implementation through</i>

sport.	quality lesson delivery. Display in school hall shows staff and children the cross-sport nature of jumping and balancing skills from within High Firs curriculum.		between sports. Children becoming more aware of application of fundamental movement skills across their PE curriculum.	knowledge organisers that support with the build up and transfer of knowledge.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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:
<p><i>Additional achievements: Provide additional swimming provision for 3 year groups – long term plan to address negative impact of Covid shut-down.</i></p> <p><i>New PE equipment ensuring broad range of activities on offer.</i></p>	<p><i>Children to be given opportunity to go swimming for 10 weeks in years 2, 4 and 6, to support their meeting 25 metres requirement. Utilise school staff member and coaches based at the swimming pool to work alongside staff.</i></p>	<p>£2000</p> <p>£150</p>	<p><i>Increased proportion of Y6 children achieving 25 metres requirement. Reduced number of non-swimmers arriving in KS2.</i></p> <p><i>Children fitter and more active due to exposure to and interest in wide variety of sports. Reception children with balancing skills ready from transition to pedal bikes. Bikes identified and purchased ready for use in next academic year. Children improving skill levels shown by improving results at inter-school competitions. Start of year teams were never progressing beyond group stages –</i></p>	<p><i>Continue 3-year group plan and monitor proportions of non-swimmers and confident swimmers.</i></p>

<p>Extra-curricular club ensuring increased range of sports on offer to larger numbers of children across the school year.</p>		<p>£1000</p>	<p>mid to end of year several teams have made semi-finals and athletes in Y5/6 won the district championships.</p>	
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 7%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><i>Achieve access to competitive sport for range of pupils across year groups.</i></p>	<p><i>Join Swanley district sports group and lead two events and participate in others run by district schools. Join Dartford Schools FA and participate in wide range of football tournaments. Hold inter-house competitions each term (6 times a year) ensuring that all pupils access competitive sport throughout the year on several occasions.</i></p>	<p>£50 £1000 £200</p>	<p><i>80 children represented school in competitive events. Teams have represented the school in football, netball, tag rugby, cross country, benchball, athletics, golf.</i></p>	<p><i>A great effort this year -could we broaden the number of children competing even further next year – PE lead to keep tally of children who have represented school in an event.</i></p>

Signed off by	
Head Teacher:	Andrew Kilbride
Date:	28.07.24
Subject Leader:	Jemma Verge
Date:	28.07.24
Governor:	Steve Geary
Date:	29.07.24