

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:

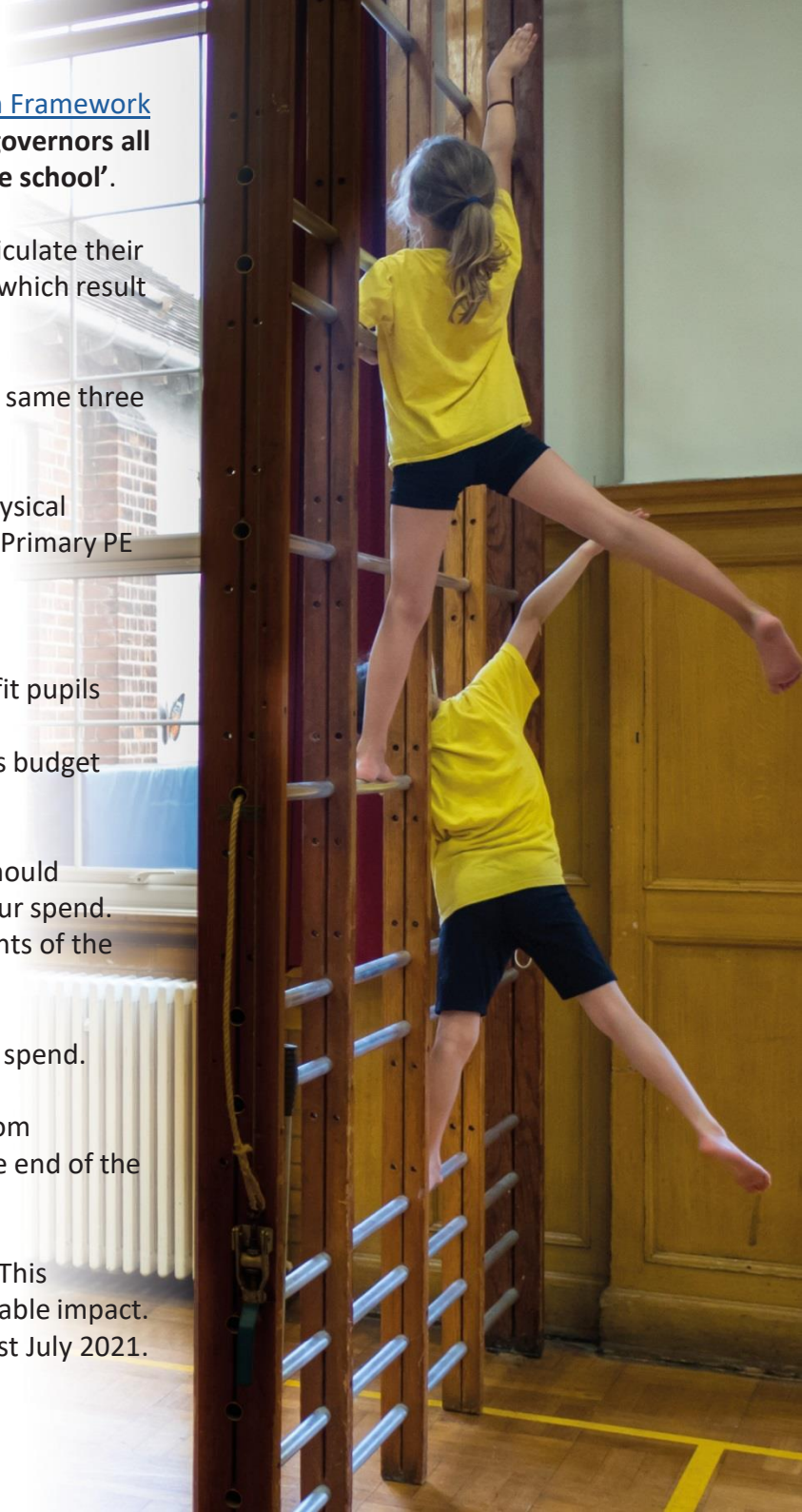
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 2020:	Areas for further improvement and baseline evidence of need:
Encouraged personal goal setting and achievement	To look at low self-esteem, greater anxiety integrating back into the bigger class groups
Short breaks for more physical activity	Loss of fitness, children having low energy. More active time within school between lessons. To continue active classroom learning. Increase motivation and peer coaching
Activities tailored for children to carry out home Children created mini assort courses for their parents to join in at home	Further encourage outside of school exercise with families. Walk on Wednesday (wow) and weekend activities, such as Junior Park Run.
Partnering children with children they would not normally mix with due to smaller groups (covid)	Continue to mix groups of children helping them to interact and communicate with others other than their close friends. Children have been far more confident joining in playing at breaktimes, due to the bubbles
Various games were used to encourage the younger KS1 to be more active	Continue to encourage short burst of exercise. Yoga after lunchtime break for all children, helping children to feel safe and help them control their feelings
Year 6 creating Olympic games for the class to take part in	Year 6 have been taking in part in various outdoor sports above the normal 2 hour curriculum PE
Daily Mile- at home and school	All classes are now taking part in Daily Mile to continue throughout the year
KS1 starting the day with online yoga, actions to times tables and counting	

<p>Skipping competition in classes</p> <p>Looked into healthy lunches while eating in the classroom.</p>	<p>Continue to increase fitness with all classes taking part in a skipping competition within their class</p> <p>Eating habits have changed, while children have been of from school. Each class to review the children's understanding of what a healthy lunch is and what should be in their packed lunch</p>
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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	£6661...
+ Total amount for this academic year 2020/2021	£17800....
= Total to be spent by 31st July 2021	£24461..

<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>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>% 75</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>% 75</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</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>No</p>

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: 2020/21	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:	
			%	
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:
Lunch time club	PE Leader and Outside company (Puresports) to run lunchtime events for each year group. Getting them involved in Intra competitions	£937.50 & £350 PE lead & Puresports	Part of their 30 min daily exercise. Introducing Intrasports competitions for KS1 and KS2 (handball, football, basketball, hockey, Tri-golf and netball)	Continuation of lunchtime competitions to encourage more inactive children, giving them confidence to join in. Strive to get the whole class joining in with Sports leaders teaching and running the competitions
Lunch time activities	Children not involved with the competitive sports are encouraged to be playing with skipping ropes hoppers, throwing and catching, and various bat and ball games. PEL and MMS to get implement	PEL £400	Most children are being active in different ways. Improving their interaction and communication skills as well as their motor skills and upskilling on various activities	Continue to encourage children to have fun and interact with others in throwing and catching, skipping and hoppers
Daily Mile (Whole School)	Each class to be actively involved with the daily mile		Whole school now actively involved in the daily Mile. Running is a great activity, helps builds up children's endurance	Continue with the daily mile with each year group. Run competitions against each year group. Who can be the first to class to complete a marathon.

Extra activity for children	Short burst activities for children during the day in between lessons. Yoga, imoves, maths videos etc		which is developed when children take regular exercise. It is important not only for fitness, but for mental health also. Part of 30 mins per day	Children have respond well to having more breaks between lesson. Short bursts have not only helped their concentration, but has helped to retain information	Continue to have short breaks going forward throughout the school, as this has proved to help the children with their learning
Breakfast club	Advertise Breakfast Club as a great way for children to start the day, by being active and having a healthy breakfast	PS- £1210 PEL £1425	Breakfast has improved punctuality, behaviour, concentration and fitness. All children attending have taken part in morning games. In their bubbles during covid restrictions	To encourage more children to attend breakfast club and start the day in a positive way	
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		
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:	
Further development for sports across the school, Staff, SLT and Governor to support the importance of PE throughout the school	PE Leaders to ensure that the school has good quality of PE across each class. CPD for those teachers who need upskilling to be able to teach lessons at a high standard		Head of School and SLT have been supportive in the training of staff. This has assured children understand what is being taught and the terminology, leading to quality lessons	Review the plan for PE each year, seeing where we need improvements	

Extracurricular Clubs	After school clubs to commence, Multisports and football for both KS1 and KS2.	1500 PS	Children have increased their skills, teamwork and confidence in various sports. Taking part in Intra competitions, which gives them confidence and knowledge being able to enter into competitions against other schools	Coming out of the restrictions this year will hopefully mean the school will be able to offer more of a variety of clubs going forward.
Gold Kite Mark award	Gold award and runners up for the Most Improved School and Sports Leaders		Huge improvement in the children's knowledge and participation of various games	Continue to strive for Gold, increasing skills, stamina, taking part and understanding games as a whole school
PE Lead time	Review PE across the school/	£2000	School has had new sports offered as part of the curriculum, children have been very engaged and learnt new skills	Continue to research about new games/ activities for the teachers and children to learn and take part in to keep PE fun and engaging

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
CPD for teachers- Greater knowledge, terminology and skills	Arrangement of CPD training for those teachers to improve their skills, knowledge, terminology to be able to teach a lesson with confidence for the children to understand the rules, learn the skills and play the games	7k	Teachers have greater knowledge and understand how to teach a lesson with full confidence. Teaching methods are continually developing and CPD has given the teachers the opportunity to learn new techniques and strategies	PEL to Continue to monitor teachers and arrange CPD for those lessons they are not confident in

Observation	Termly observations to ensure that the lessons are structured, adapted for SEN children, safe and being taught correctly	PEL £ 300	Pupils have made good progress in their PE knowledge and skills, as a result of good quality teaching.	PEL to continue observation through next year
Safe Practice Guide	Knowledge for PEL to refer to	50.82	Knowledge/support/rules and regulations to ensure that is installed into staff and the school as a whole	Continue to have clear understanding of risk assessments/knowledge/safeguarding and PE safe practice
Sport lesson plans/action plan	Review all PE plans and update Review new actions for the coming year to put in place and access. Set success criteria's	200	Medium term plans in place for teachers to follow and implement into their lessons. Clear instruction for teachers	Update plans and action plan each year
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:
Sports for all years Clubs and extra events offered	Clubs to be offered to all years (Covid safe) Healthy Me Years 1 & 2 Change4life 5 & 6 Multisports years 1-4 Football Years 5 & 6		Wider range of extracurricular activities. Knowledge of rules and expectation of the games.	Continue to provide a range of sports and activities within the school
Provide a well balance curriculum with a new sport for the children to engage in	Exciting lessons, learning new skills and knowledge for both teachers and children	50	Widening the knowledge and keeping the lessons exciting for both to be taught and to learn	Continue to provide a well-balanced curriculum.

New gymnastics equipment	New floor equip- floor beam and spring boards. To enhance lessons. Children gain confidence in their ability to balance and a great platform to improve to greater skills in the gymnastic skills. Help children progress from floor standing jump to a springboard jump and land in the correct landing position	2500	about new and a variety of sports Children's observations have shown their confidence has grown. Their skills to balance and concentrate has improved, which means that they are able to move on to a higher balance bar with confidence. The children have been given the opportunity to practice existing skills and also build on these to develop new and more advanced skills. Springboard helps build strength, power, balance and coordination, developing the whole child	Continue to provide opportunities for children to thrive, improve their skill set and development
TWKSSP	TWKSSP provide access to competitions, support and extra CPD	2000	Children took part in Inter and Intra competitions. PEL had supports across various sports	Take up membership each year to help enhance our PE and give more opportunities for all the children in school
AFPE Membership	Assess to more resources	75	Update on rules and regulations	To continue membership each year
Puresports Meetings	Regular meeting with outside sports agency	200 PEL	Regular meetings have ensured that Hadlow has had good communication with the PS and able to discussed issues, what works well and anything ongoing to enable the best sports for our school	Renew the contract with Puresports and ensure regular meetings for the future
Assessment of equipment	Buy new equipment to enhance lessons and lunchtimes: Skipping	2000	Children are now able to take part in more activities at lunchtime and	Review equipment each term, ensuring that it is safe to use

<p>Healthy eating- link to exercise</p>	<p>ropes, footballs, soft balls and medals</p> <p>Highlighting healthy eating at home and at school. Look at packed lunches and what children consider healthy</p>	<p>400 PEL</p>	<p>increase participation in lessons with more equipment.</p> <p>Implementation of recipes for children and parents- Newsletter and school website</p> <p>PHSE continued lessons in class on the links of being healthy, which also helps with our mental health</p>	<p>and full equipment is still in place</p> <p>Continue to monitor and review healthy lifestyles across the whole school</p>
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Key indicator 5: Increased participation in competitive sport				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:
MiniBus – percentage of costs	Mini bus to drive to and from various competitions and events	1250 PEL and safety checks	Children are able to attend competitions/events with no extras cost	To continue to provide transport to all children in school, so they are able to take part in events against other schools.
Increase opportunities for all children to access and take part in a range of inter-school and intra-school competitions including sports days. Dependant on covid restrictions	Sports Days will take place from 22 nd June in class bubbles	50 PEL	Children increasing their confidence to be able to take part in various sports. Has helped develop their social skills, teamwork and communication skills and face new challenges	Continue to provide/arrange the opportunity for all children to take part in Sports Day
Virtual Competitions	Taking part in virtual competitions against other schools	100 PEL	Children have enjoyed being part of the virtual games. Some placements, which has been great for the children’s self-esteem	Continue to take part against others schools in competitions in the future. Giving all children the opportunity to be involved, build up their stamina and confidence

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	Mary Stevenson/ Steph Reid
Date:	
Governor:	
Date:	