

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 **31st July 2021** at the latest. In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.

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](#).

Impact of the spend for Bobbing and Iwade Schools

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.

Actions 2020/21

Key – purple actions carry forward 21/22

green – actions completed 20/21

Many actions remained without action due to the restrictions around the pandemic

Key achievements to date until July 2020:		Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Year 6 Sports Leader running daily lunchtime physical activities (Bobbing). Pupils Premium given priority at clubs. 15 mins early morning physical activities timetable (dance/aerobics & daily mins) Increased numbers of pupils at after school clubs. Increased use of physical activity in classroom based lessons. School engaged in 30:30 incentives. 	<ul style="list-style-type: none"> Engage all pupils in regular PA 	<ul style="list-style-type: none"> Daily mile and Freddie Fit sessions significantly impacted due to Covid restrictions, as well as national lockdown impacting the number of children in school <ul style="list-style-type: none"> 20/21 Restart when restrictions allow Talk to Iwade children in UKS2 for activity instead of Freddie Fit since this has lower uptake for these year groups Review PA offered at lunchtime and playtime – new resources purchased have demonstrated impact on greater number of children taking part in PA PE team led of teaching children lunchtime games which are led by the staff during break times <ul style="list-style-type: none"> Pupil voice taken around activities and impact of equipment and identify what they would like to do, particularly the reluctant children Ensure PA planned provides equity for all children, including those with SEND Analyse the reluctant children – gender, SEND, pupil premium etc and talk to these children to identify what activities they would like to take part in – ask Community Leads to focus on these children to unpick barriers for them and how best to engage them Continue to engage in the Active 30:30 programme for both schools

Key achievements to date until July 2020:		Areas for further improvement and baseline evidence of need:
<p>year 4 and year 6 top up</p>		<ul style="list-style-type: none"> ○ Commence swimming lessons for top up year 6 once pools re-open ○ Complete analysis of children who do not reach NC expectations to look for any particular patterns or vulnerable groups - Review curriculum progression of skills and knowledge <ul style="list-style-type: none"> ○ Review and discuss offer – identify where CPD may be needed for any teacher/TA ○ Act on pupil feedback around sports and activities - Look at sports clubs planned once restrictions allow – match these to pupil voice <ul style="list-style-type: none"> ○ Does the range need to change? Is CPD needed? Are these inclusive for all? ○ Make links with local clubs – ask SGO for support
<ul style="list-style-type: none"> ● Membership of the local schools SGO to support School Games Mark and local competitions ● Inter Trust competition allowing more opportunities for pupils to compete. ● Increased attendance at non-competitive festivals to increase pupils representing the school ● Children celebrate their sporting achievements in community assemblies and on community displays 	<p>- Increasing participation in competitive sport</p>	<ul style="list-style-type: none"> - Unfortunately, the pandemic has resulted in the majority of school sports competitions being cancelled, including school sports day <ul style="list-style-type: none"> ○ Restart school competitions once restrictions allow and SGO restarts competitions ○ Increase opportunities for KS1 to attend sports events and festivals ○ Re-start celebration assemblies for sporting achievements once restrictions allow ○ Add section to the Trust website to celebrate in-school achievements and links to local clubs

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **YES**

Funding carried forward

Initially the Government indicated that this must be spent by the end of March, but this has since changed to be the end of the current school year. This funding will be tracked separately to the funding for 2020/2021

Academic Year: September 2010 to July 2020	Total fund carried over in 2020/21: £14,409	Date Updated: March 2021
What Key indicator(s) are you going to focus on? <i>Engage all pupils in regular PA (and range of sports and activities) – Profile of PE and sport is raised for whole school improvement</i>		Left to spend £4,786.00

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?:
<p>Engage all pupils in regular PA and increase fitness levels and subsequent impact on wellbeing</p> <p>We have chosen this as the main focus for our spend since we know that the majority of our children who were learning at home during lockdown and during periods of self-isolation have undertaken very little regular PA. All local sports clubs had been suspended.</p> <p>When children returned to school in September and March, it was clear that their fitness had been negatively impacted.</p>	<p>Pupil voice feedback taken during lock down identified that whilst many enjoyed playground games lead by staff, pupils wanted additional equipment to be active with.</p> <ul style="list-style-type: none"> - Additional sports lunchtime equipment to be ordered - Dance mirrors and outdoor boom box for both schools - Resite games wall at Iwade and refresh - Iwade: refresh equipment in line with pupil feedback - Resite shed at Iwade to hold lunchtime equipment which is easily accessible by children and avoiding using PE equipment - Bobbing: new skipping ropes requested by the children - Zoning the playground once restrictions permit– 	<p>Carry over funding allocated: £6,835.60</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Staff feedback from lunchtime and playtime – observations of activity levels demonstrate children are more engaged and active and a reduction in behaviour incidents</p> <p>Pupil voice around activities on offer is positive and matches to their feedback earlier in the year – additional feedback is taken to inform next steps</p> <p>Feedback from staff about pupil fitness levels shows these are increasing over the remainder of the year</p>
			<p>Sustainability and suggested next steps:</p> <p>New playground equipment is inclusive and good quality to ensure it is sustainable</p> <p>New games can utilise equipment in multiple ways</p>

Intent	Implementation		Impact	
	training the staff (may move into 21/22 depending on restrictions) <ul style="list-style-type: none"> - Exterior table tennis tables for Iwade and use of internal tables with exterior covers for Bobbing - Additional fixed netball posts for informal use (sited on the edge of the playground not the court) 			
Profile of PE and sport is raised for whole school improvement Some pupils wellbeing has been impacted over lockdown 3 in all age groups. Investing in outdoor learning opportunities through implementing Forest School activities will find more ways of being outdoors and learning in practical ways	<ul style="list-style-type: none"> - Forest school leader training - Invest in waterproof clothing, boiler suits, footwear storage and tools - Engage with PTA to support Forest school funding for a shelter - Look at investment for 20/21 in Level 4 AfPE qualification in wellbeing through PE Level 4 Qualification in Supporting Pupils' Wellbeing Through Physical Education - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk)	£2,556.46 £221.04	Initial Forest School sessions demonstrate improvements in wellbeing for targeted pupils in year 2, along with a reduction in behaviour incidents logged on CPOMS	Main budget will continue to fund Forest School from 2021 onwards

Swimming

Meeting national curriculum requirements for swimming and water safety.

N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.

The data given here is based on the swimming lessons that were undertaken in year 4 for these children. Usually the top-up lessons would take place to increase the proportions of children but due to the pandemic it was not possible for this to take place.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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?	Yes/ No

Feedback from pupils about clubs and sports engagement

The active clubs suggested are gymnastics – dance – running – football – basketball – golf – cricket – rounders – tennis – frisbee – dodgeball – karate – rugby – volleyball – netball – handball – hockey – table tennis – badminton – yoga – swimming – trampoline – climbing – ballet – mixed sports – boxing – fitness - powerhoop – benchball – cycling – skipping - OAA

Some suggestions would also support increased PA and mental health/wellbeing such as drama – party games – nature club – gardening – recycling club

The older children were most interested in ball sports (football, dodgeball) and time to socialise and game.

Pupils also wanted to be able to attend clubs that weren't just after school (lunchtime and before school), to learn new skills, have special visitors. Some children said they attend if clubs would develop their skills to represent the school and others said they wanted clubs which were for fun.

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.

Key indicator 1: The engagement of all 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

Academic Year	Total fund allocated:	Date Updated:	Percentage of total allocation:
2020/2021	To be confirmed	July 2021	%

Intent	Implementation	Impact	Sustainability and suggested next steps:
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?:
<ul style="list-style-type: none"> Sports Leaders at both schools can support and lead games at lunchtime and playtimes. <i>This will develop leadership and increase PA opportunities for more children</i> 	<ul style="list-style-type: none"> Commence training Sports Leaders at Iwade, as well as Bobbing 	<ul style="list-style-type: none"> Sports leaders lead games for all children during lunch and playtimes 	<ul style="list-style-type: none"> Sports Leaders continue to be trained by the PE team each year to embed a sustainable change
<ul style="list-style-type: none"> Increase range of PA clubs before school – lunchtime and after school in line with pupil voice. <i>This will increase the opportunities children have to attend PA clubs which run during school hours, or fit with wrap around care hours as fits with pupil voice</i> 	<ul style="list-style-type: none"> Plan clubs to run once restrictions allow – based on pupil feedback Review what equipment would be needed to support wider PA clubs Review what equipment would support increased PA for EYFS children at both schools 	Equipment: £101.15 EYFS: £54 <ul style="list-style-type: none"> Broad range of clubs run in line with pupil voice Rise in PA for children 	<ul style="list-style-type: none"> Set out plan for clubs 2021/22 based on pupil feedback – for before/during/after school Investigate wider opps for chn in clubs for swimming, karate, trampolining – using minibus to take chn Plan for T1- for CPD

Intent	Implementation		Impact	
				<p>programme for TAs/MDS staff to lead games</p> <ul style="list-style-type: none"> • Make links from PE topics into lunchtime games
<ul style="list-style-type: none"> • Pupil Premium children have free access to school clubs and priority places. <i>Any costs are funded by the Pupil Premium Grant. This offer will encourage parents to apply for school club places</i> 	<ul style="list-style-type: none"> • Pupil Premium children consulted in class as part of feedback to school council about clubs they would be interested in • Follow up on registers for clubs – talk again to PP children if they continue to be under represented • Offer before and during school day clubs to increase possible access • Identify any FSM/LAC/Post LAC children who would enjoy a particular sporting activity and release PPG funding to support access 		<ul style="list-style-type: none"> • Greater uptake of FSM children in clubs – review which clubs and times are most popular • Post LAC and LAC children have opportunities to take part in new sports and clubs, using PPG to fund any clothing/equipment needed 	<ul style="list-style-type: none"> • Continue to take pupil voice via school council each year • Use PPG to continue to fund access for FSM children for clubs, new sports and competitions
<ul style="list-style-type: none"> • Change to school clubs offer so that a range of clubs focus on PA and building skills and not just developing competition since this is preventing some children attending according to pupil voice and parent feedback. <i>This aims to broaden opportunities for children to take part in PA clubs to increase fitness and enjoyment without feeling they must</i> 	<ul style="list-style-type: none"> • Clubs have previously focussed on school sports and competitive elements. Pupil voice indicates that not all children enjoy this and this prevents them engaging. Some clubs will move to increase PA and physical literacy without expectation of competing in external competition • Equity for all clubs is promoted 		<ul style="list-style-type: none"> • Range of clubs boost opportunities for PA and some for SS • Access to clubs is equitable 	<ul style="list-style-type: none"> • Continue to sample pupil voice around clubs offered and adjust offer accordingly • Clubs offered are published on website

Intent	Implementation		Impact	
<i>compete against other schools</i>				
<ul style="list-style-type: none"> 15 minute early morning session offered at both schools offers an informal club for children. This includes daily mile and fitness sessions. <i>This increases opportunities for children to join in with PA</i> 	<ul style="list-style-type: none"> Re-instatement of 15 minute before school activities once restrictions allow Review pupil feedback to change 1 session at Iwade (Freddie Fit) since this is not well attended by KS2 chn 		<ul style="list-style-type: none"> Daily opportunity for children to engage in fitness sessions 	<ul style="list-style-type: none"> Initiative successfully in place prior to the pandemic with no additional cost implications
<ul style="list-style-type: none"> Engagement with 30:30 initiatives 	<ul style="list-style-type: none"> Continue engagement lead by PE staff with 30:30 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Initiative successfully in place prior to the pandemic with no additional cost implications
<ul style="list-style-type: none"> Increase access at Iwade for pupils to be physically active, particularly during the winter months when the school field cannot be used. Since expanding the playground space restricts PA during the winter months, despite staggered breaks and lunchtimes. <i>Increasing hard standing will allow more chn to be physically active off the playground, thus increasing space further still</i> 	<ul style="list-style-type: none"> Use main funding to change safety fall zones around climbing equipment at Iwade. This will increase space and access for children all year round Use main funding to buy a play structure incorporating climbing and sliding (in line with pupil voice) 		<ul style="list-style-type: none"> Changes to playground will ensure that children can be physically active even in the winter months 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Daily mile re-established – links shared through remote education to <i>encourage children to take part at school and at home with their families</i> 	<ul style="list-style-type: none"> Resources shared with parents during lockdown to encourage physical activity at home 		<ul style="list-style-type: none"> Some families engaged well with these resources and shared videos and photos of these. Children shared how much they valued this time with their family 	<ul style="list-style-type: none"> Plan for following academic year to keep initiative going

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Academic Year	Total fund allocated:	Date Updated:	Percentage of total allocation:
2020/2021	To be confirmed	July 2021	%

Intent	Implementation	Impact	Sustainability and suggested next steps:
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?:
<ul style="list-style-type: none"> Outdoor learning is promoted across the Trust. <i>This will increase opportunities for PA, as well as supporting Covid mitigations and more space for children to take part in activities such as drama etc</i> 	<ul style="list-style-type: none"> Outdoor learning encouraged throughout pandemic, particularly after children returned in March 		<ul style="list-style-type: none"> Some lessons took place outside using the environment which children engaged well with Outdoor learning project added to the School Development Plan for 21/22
<ul style="list-style-type: none"> AfPE membership and Safe Practice book supports staff with training opportunities and wider information. <i>This upskills staff in the safe and effective delivery of PESSPA</i> 	<ul style="list-style-type: none"> Purchase of AfPE membership and Safe Practice book Redevelopment of the PESSPA risk assessments Identification of suitable CPD for staff 	£261.90	<ul style="list-style-type: none"> 2021/22 – developing outdoor learning to increase PA PE team to work with curriculum team leader to promote wider links with sports and PE
<ul style="list-style-type: none"> Kent PE conference supports <i>effective and purposeful leadership of the funding and robust focus on ensuring PEEESA is part of the entitlement for every child</i> 	<ul style="list-style-type: none"> Attendance by 1 member of the PE Team and a Strat Team member Meetings to plan actions raised by the conference 	£120	<ul style="list-style-type: none"> Ongoing cost for AfPE membership annually Continue sharing videos and resources with the class facing staff
			<ul style="list-style-type: none"> Wellbeing actions taken following conference Conference supported actions taken to improve remote education
			<ul style="list-style-type: none"> Ongoing cost to attend conference

Intent	Implementation		Impact	
<ul style="list-style-type: none"> AfPE level 4 qualification wellbeing and mental health in PE for 1 member of the PE team <i>results in greater joined up strategy for wellbeing and mental health</i> 	<ul style="list-style-type: none"> 1 member of PE staff commences training on AfPE level 4 qualification <p>Course not commencing until 21/22</p>	£350	<ul style="list-style-type: none"> Development of using PE to support wellbeing and mental health 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Use of PA in children with challenging behaviour – as a calming strategy and as a reward. <i>Time spent with PE team supports improved behaviour for a few key children</i> 	<ul style="list-style-type: none"> 1 member of the PE team leads behaviour in the Trust – use of PA to promote calming and rewards for key children 		<ul style="list-style-type: none"> Targeted children supported with PA results in fewer CPOMS incidents and increased learning behaviours 	<ul style="list-style-type: none"> Continue to sustain approach – CPD for staff in the wider PE team to widen the approach across the Trust

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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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"> 1 member of staff undertakes level 5 qualification in PE. <i>This results in increased numbers of staff fully PE trained to teach and coach teaching staff</i> 	<ul style="list-style-type: none"> 1 member of the PE team undertakes level 5 PE qualification, supported by qualified PE mentor 	£862.50	<ul style="list-style-type: none"> Greater confidence in delivering high quality PE provision Additional staff can be coached to deliver high quality PE 	<ul style="list-style-type: none"> Staff member continues to develop and teach PE including coaching staff

Intent	Implementation		Impact	
<ul style="list-style-type: none"> Coaching for staff by the PE team <i>increases confidence and high quality PE for all children</i> 	<ul style="list-style-type: none"> As restrictions allow, PE team are coaching teachers in communities to upskill them 		<ul style="list-style-type: none"> Teachers report higher confidence in teaching PE, feeling able to assess the impact of the lesson – coaching continues to have a positive impact and enable PE to take place despite staff absences 	<ul style="list-style-type: none"> Plan coaching programme for 2021/22

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Academic Year	Total fund allocated:	Date Updated:	Percentage of total allocation:
2020/2021	To be confirmed	July 2021	%

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"> Pupil voice on sports they would like to take part in identifies new sports and activities to learn. <i>This results in an increased range of clubs, signposting children who excel or particularly enjoy the sports to local clubs</i> Ensure all new sports are inclusive for all children <i>which removes any barriers to taking part such as SEND</i> 	<ul style="list-style-type: none"> Pupil voice taken – targeted to start clubs again in T1/2 once restrictions are lifted All new sports considered with equity in mind to ensure they are suitable for all children 		<ul style="list-style-type: none"> Broad range encourages children to attend and try new sports and activities 	<ul style="list-style-type: none">

Intent	Implementation		Impact	
<ul style="list-style-type: none"> Introduce This Girl Can to promote girls taking part in sport <i>results in more girls getting active and taking part in sports clubs. Additionally the promotion to This Girl Can to families supports whole family engagement in the programme</i> 	<ul style="list-style-type: none"> Delayed until 21/22 		<ul style="list-style-type: none"> Engagement by girls increases as evidenced by club and daily fitness registers Pupil voice is positive 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Identification of local clubs who can provide a specialist instructor, or planned events for the Trust <i>results in meeting pupil feedback (wanting to learn new sports and have special visitors in school) and greater uptake of clubs and school sports</i> 	<ul style="list-style-type: none"> Pupil voice evidences that children would enjoy the opportunities to learn new sports and have specialist instructors come into school Links made with local clubs and website updated 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Key indicator 5: Increased participation in competitive sport

Academic Year	Total fund allocated:	Date Updated:	Percentage of total allocation:
2020/2021	To be confirmed	March 2021	%

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?:
<ul style="list-style-type: none"> Membership of local SGO allows Trust to apply for school games mark once sufficient evidence has been gathered. <i>This results in raised profile for sports in the Trust</i> 	<ul style="list-style-type: none"> Membership for local SGO for both schools School games mark achieved 	£600	<ul style="list-style-type: none"> Membership results in greater opportunities for children to take part in competitive sport
<ul style="list-style-type: none"> Kent YST lead school contacted to join in SEND competitions <i>results in more children with SEND representing the schools and enjoying engaging in sports</i> 	<ul style="list-style-type: none"> Contact local school to join SEN games as restrictions allow 		<ul style="list-style-type: none"> Greater opportunities for those with SEND to take part in competitive sport and represent their school
<ul style="list-style-type: none"> New coloured resources support inter-school competitions, linked to new colours used for teams across the communities 	<ul style="list-style-type: none"> New resources purchased which are in all team colours (5 teams across all communities increased from 4) New resources support sports day 20/21 	£53.80	<ul style="list-style-type: none"> Children take pride in representing their team in their community sports day
			<ul style="list-style-type: none"> Continue with community sports days and re-instate school team keys and points once restrictions lift