



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 **31st 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>Silver Sports Mark 2018 – 2019 Participation in wide range of local sporting events and festivals including winning medals at Level 3 tennis and gymnastics events All Year 4 and 2 children received curriculum cricket with staff receiving CPD Years 4 – 6 receiving curriculum hockey and staff ongoing Hockey CPD through lessons Starting to create Permanent Orienteering Course</p>	<ul style="list-style-type: none"> • Providing EYFS and KS1 teachers with multi skills training. • Development of outdoor areas to encourage all children to participate in 30 minutes of daily physical activity

Meeting national curriculum requirements for swimming and water safety.	
<p>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 2020.</p>	84%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	65 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100 %
<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>	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: 2019/20		Total fund allocated: £ 21080		Date Updated: July 2020	
Key indicator 1: 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:
					%
Intent	Implementation		Impact		75%
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:
Opportunities for physical Literacy and Numeracy within curriculum lessons Educate children in the value and benefits of a healthy active lifestyle Use active lessons to increase physical activity levels. Provide increased opportunities for daily physical activity	Renewal of Active Maths (formerly Maths of the Day) license midday through academic year. PE manager and English manager to look at Active English package to investigate usefulness of including license for this) Use of staff meeting time to introduce to new staff and refresh for existing staff. All teaching staff provided with individual log ins to access website and use lesson ideas and resources to increase amount of physical activity in Maths sessions weekly Setting up of weekly clubs/ activities for children to access increased		(£1045 for both Active English and Active Maths) - £12,900 – outdoor gym equipment, trim trail pieces, 4 square markings	Active Maths licence ran out during COVID 19. Not renewed. English license not purchased. Money spent on purchasing additional equipment to enable school to provide adequate equipment for 586 children who have been into school over course of Terms 5/6. All staff provided with individual log ins and overview of Active Maths provided for staff. Outdoor gym equipment and additional trim trail pieces installed. All children from Years 1 – 6 accessed this. (Due to	Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time. Discuss with Maths and English leaders how physical Numeracy and Literacy are incorporated into classroom practise. Evaluate whether Active Maths and Active English fit into the model. Relaunch of Young Leaders Programme with appropriate training Work with relevant organisations in increasing awareness of the importance of

	physical activity		COVID 19 not able to fully integrate this into daily practice). Increased number of children engaging in Physical activity opportunities during the day. Use of four square markings Increased number of children engaging in physical activity through introduction of targeted activities and clubs.	physical activity. Monitor use of outdoor equipment.
Children are able to access high quality play and sport resources throughout lunch time break To increase the pupils' activity levels throughout the day.	Renewal of existing equipment and increasing range of equipment available Midday staff encouraging children to use increased range of equipment / activities during lunch time Meet with MDS team Purchase resources	£2836	Positive attitudes to health and well –being Pupil concentration, commitment, self – esteem and behaviour enhanced Pupils activity at lunch and break increased.	Redistribution of resources to relevant 'bubble' in September 2020.
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	2%
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:
Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, twitter account, recognition of pupils) High quality PE lessons delivered during curriculum time.	<ul style="list-style-type: none"> Application for virtual school sports mark 2020 and recognition award. (Awarded July 2020) Installation of outdoor gym equipment, trim trail and four square markings. Staff modelling wearing of 	Staff PE tops: £247 Y Leaders: £130 Put into Key	PE, school sport and physical activity have high profile. Celebrated across the life of the school. Continued progression of pupils during curriculum PE lessons	Relaunch of Sports Leader programme in Years 5 and 6. Use of Sports Crew to increase pupils' ability to take responsibility for delivering physical activities to others through Inter House tournaments.

Use PE and school sport to aid fine and gross motor skill development.	PE kit	Indicator 1.	Pupils report that they enjoy PE and the increased variety of activities provided.	
To provide children with greater opportunities to lead and help space direction of PE and Physical Activity within Sevenoaks Primary School	<ul style="list-style-type: none"> • Sports Crew to be set up to input into school sporting events. • 		<p>Inter Intra challenges raise profile of PE and school sport.</p> <p>Opportunities for Physical Activity heavily promoted on home learning pages and website during Terms 5 and 6.</p> <p>Children engaging with leadership opportunities within lessons</p>	Monitor use of scheme of works and whole school coverage.

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>CPD for all Reception and Key Stage 1 teachers with a focus on multi skills</p> <p>Raise the quality of teaching and learning in PE by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision.</p> <p>Questionnaire to monitor staff attitudes towards progression and teaching of PE.</p>	<p>All Reception and Key Stage 1 teachers to receive 4 terms of external coach working with their class. Using modelling, team teaching and independent teaching. Increase the knowledge and confidence of Key Stage 1 staff in delivering multi skills</p> <p>All staff to show all aspects of FACES within their lessons. Inclusion of clear lesson objectives and success criteria.</p> <p>Provide opportunities for staff to access CPD opportunities through the Sevenoaks School Sports Partnership including First Aid</p> <p>Use of specialist coach for staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>Sport coach used to help upskill teachers through modelling lessons, team teaching helping with planning. Classes in EYFS/ KS1 rotated to ensure all teachers</p>	<p>£3074</p> <p>Course costs - £370</p> <p>AfPE membership: £113</p>	<ul style="list-style-type: none"> Increased staff knowledge and understanding All KS1 teachers able to more confidently, plan and teach National Curriculum PE More confident and competent staff evidence through feedback. Enhanced quality of provision The sharing of best practice with other local schools 2 members of staff involved in leading external PE events gained one day First Aid qualification. 	<ul style="list-style-type: none"> Review staff confidence and competence in delivering high quality PE and school sport and allocated staff to upcoming CPD opportunities. 1:1 lesson drop ins / team teaching opportunities to monitor staff effectiveness and confidence. Questionnaire to monitor pupil attitudes towards PESSPA Staff questionnaire to monitor attitudes towards progression in PE and identify any CPD required for staff. Provide training for staff in OAA with emphasis on

	<p>benefit from coaches expertise</p> <p>Purchase quality resources to support teachers and support staff.</p> <p>Subject leader and deputy subject leader to attend relevant sport conferences and network meetings to gain relevant up to date information.</p> <p>Liaise with other local schools to share knowledge and expertise.</p> <p>Membership of Association for Physical Education</p>			Orienteering.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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?:	Sustainability and suggested next steps:
<p>Provide opportunities to take part in a wide range of school sport through extra curricular clubs, competition and events.</p> <p>Continue to develop relationships with community coaches so a broad range of activities can be offered to all age groups</p> <p>Increase opportunities for the least active</p>	<ul style="list-style-type: none"> Introduction of Boxing club. Term 1 free then paying after. Opportunities for children with SEND, the least confident and the least active to attend and experience activities through school sports partnerships, new clubs within school. Employ sports coach to provide age and stage appropriate opportunities for the least active, confident, SEND children 	£476	<p>Formation of girls football squad. (Unable to compete in local matches in Terms 5/6)</p> <p>Increased pupil participation</p> <p>Enhanced, extended extra - curricular provision</p> <p>Development of wide life skills such as communication, co-operation.</p> <p>Signposting children to community sessions,</p>	<p>Further increase opportunities for girls football / least active children and Key Stage 1 children.</p> <p>Explore increasing number of outside providers ensuring that they understand the school's vision for school sport.</p> <p>Continuation of wide range of extra-curricular clubs offered to children from Years R to 6 both by school staff and external providers. Continue to</p>

	<ul style="list-style-type: none"> • Application for tickets to Wimbledon 2020 • Increased equipment provides greater opportunities during lunch and break times. • Entry by school of children into sporting competitions and festivals. 		<p>Increased pupil and parent awareness of opportunities available in the community</p> <p>Improved behaviour at lunchtimes</p>	<p>foster and build on community club links. (Existing examples include West Heath Tennis Club and Next Gen Football Club)</p> <p>Foster club links with Saxons Orienteering Club in conjunction with development of orienteering course within school.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provision of staff to accompany children to external sporting events and help run internal house tournaments</p> <p>Opportunities for all children to challenge themselves through intra and inter school sport.</p> <p>Continuation of participation in School Games competitions and festivals.</p> <p>Providing opportunities for SEND and least active and least confident children to attend events.</p> <p>Entry to external sporting events to provide pupils with opportunities to compete against other schools.</p>	<ul style="list-style-type: none"> Increased opportunities for children to compete through increased team capacity. (tennis/ football/ netball) Purchase of new kit for children to wear when representing the school Membership of British Associations for Tennis, Gymnastics, Football, Orienteering Ensure pupils receive opportunities to take part in local competitive leagues, fixtures, festivals Intra house sports competitions for all pupils 	<p>Staff costs: £450</p> <p>Kit costs: £188</p> <p>Local partnership costs: £300</p>	<p>Inter house competitions not held due to Covid 19 (scheduled for end of Term 4 – 6)</p> <p>Fixture results published in newsletters. Reports and photos put on website / newsletter.</p> <p>All children participated in inter intra competitions.</p> <p>Evidence includes: School games mark School calendar / events calendar Photos and competition reports</p>	<p>Review participation data and identify children for appropriate opportunities</p> <p>Evaluate existing inter house tournaments / in school competitive opportunities.</p> <p>Increase numbers of children helping to organise and run events. Setting up of Sports Crew.</p>

<p>Membership of a range of local and national sports associations in order to provide children with range of sporting training opportunities, festivals and Level 1,2 and 3 competitions</p>	<p>during year.</p> <ul style="list-style-type: none"> • Ensure children look smart and consistent when representing the school • Virtual intra and inter school competitions. 			
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Signed off by	
Head Teacher:	Mrs C Malone
Date:	July 2020
Subject Leader:	Mrs P Godman
Date:	July 2020
Governor:	Mr S Collins
Date:	July 2020